

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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O'er wayward childhood wouldst thou hold  
firm rule,  
And sun thee in the light of happy faces,  
Love, Hope, and Patience, these must be  
thy graces;  
And in thine own heart let them first keep  
school.  
For as old Atlas on his broad neck places  
Heaven's starry globe, and there sustains  
it, so  
Do these upbear the little world below  
Of education,—Patience, Love, and Hope.

—SAMUEL TAYLOR COLERIDGE.



## Mistaken Art in the Public Schools.

By WEBB DONNELL.

The value of bringing the refining influence of good pictorial art into the public schools is too apparent to the intelligent mind to need argument. This idea of elevating the child's sense of beauty, and his appreciation of the finer sentiments that the best pictures possess, has appealed strongly, not only to educators, but to the general public as well. So that teachers and school boards have a firm backing of public opinion when endeavoring to introduce this feature into the schools under their charge. I wish to call attention, however, to a serious mistake that is being made in some schools in this matter of selecting pictures for the school walls.

A great many otherwise intelligent people, when interesting themselves in art matters, consider it the correct thing to profess a profound admiration for the works of the old masters. They will go into raptures over a "namby-pamby" portrait, altho a perfectly insipid face, and very likely "out of drawing," simply because it is the work of an "old master." Art clubs all over the country are mulling over the alleged wonders to be found in a copy of Saint This or Saint That (by the old masters), apparently blind to the fact that there is more real art, ennobling art to the square inch in modern art than to the square rod in that which is ancient. I am not blind to the fact that ancient art has many examples that appeal to a refined, mature taste, but I have a profound contempt for the blind adoration of ancient art which so many exhibit. Ninety-nine out of every hundred certainly deceive themselves into the belief that they see the beauty which they profess to see; simply because they think it is the proper thing to extol everything in the art line that is ancient. Many others, I am sorry to say, are not so honest with themselves, but confess to their own souls that much of the stuff they go into raptures over is the veriest rubbish.

Now for the application. This sentiment is so widespread that it has, in many cases, influenced the character of the picture collections that have been made for the public schools. The result is that the pictures have no other effect than to make the children indifferent to all pictures. The sight, every day, of a lot of prints that have neither beauty nor meaning can only have this effect. Now we have in modern art hundreds of examples that are capable of producing the highest

educational effect. Two ideas should be kept in mind in selecting pictures for school use. The child is to be led to appreciate beauty pure and simple, and is also to be taught ennobling lessons in the prints or photographs that are hung on the walls. It is not my purpose here to give a list of modern pictures suitable for school use—I wish simply to protest against encumbering the walls with a lot of pictures that cannot possibly have either meaning or beauty for youthful minds, and to urge that the selection be made from the magnificent store of modern works, whose authors have appreciated the true field of art and have given us beauty and ennobling lessons without number. The boy or girl who would not glance a second time at Saint Somebody will come again and again to gaze at little Miss "Penelope Boothby" or Millais' "Caller Herrin".

The old recipe for the proper cooking of a hare began: "First, catch your hare!" To make pictures do the most for the refinement of public school children, it will be well first to catch their attention, by making use of pictures that appeal to youthful minds, and to hold their attention and improve their tastes by a wise selection of these pictures. For this purpose modern works of art furnish a rich field, and ancient works of art one that is very, very meager indeed.



## Pupil Self-Government.

By Prin. EDWARD W. STITT, P. S. 89, Bor. of Manhattan, N. Y.

Any discussion of the kind and amount of pupil self-government possible in any school will have due regard to the external as well as to the internal life of the child. This is true, not only in reference to such matters as pertain to the environment of the child as regards his home surroundings, but will also have to do with the gradual complexity of the problem of school government, as we advance from the nursery and apron-string control of the young kindergartner to the full and free scope of the college president who gives almost complete freedom to his "gray and reverend seniors."

Even in the kindergarten, however, the skilful teacher, if she be a devout disciple of the great Froebel will, from the very beginning of school life, urge upon her young pupils the budding lessons of law and order which, later on, will develop the little ones into law-abiding and patriotic citizens. The ring games, and all those youthful diversions in which "It" becomes the center of authority, and controls the happy, attentive interest of all the players, really form the entrance ways to proper self-government.

As the pupil is promoted to the primary school, with classes twice or thrice as large as in the introductory kindergarten, there comes to be an added necessity for cheerful promptness and ready obedience, which always unite in making school the happiest place in the world for a child, if the teacher's control is excellent, or else, it becomes a place where the seeds of anarchy and rebellion are sown.

The promotion of the pupil into the grammar department of the elementary school brings with it the new duties of caring for text-books, the necessity for a proper and judicious amount of home study, and a consequent demand for further development of a reserve

power of self-control. The enlargement of the curriculum has greatly added to the teacher's duties, and there comes a reflex requirement that the pupils should be taught to share some of the responsibilities of the school society. Here is the rock upon which so many teachers wreck the ship of control. It is the old, old question, "To what extent shall I use monitors?" Right here, may I offer a few "Don'ts"?

Don't always make a bad boy monitor.

- " let your monitors have too many privileges.

- " " " run your class.

- " always select your monitors from the well-dressed boys.

- " bribe your monitors by early dismissals.

- " accept worse work or poorer lessons from the monitors than from other members of the class.

- " change your monitors too frequently.

- " always believe your monitors' statements.

- " hesitate to reprove a careless monitor.

"Don't" after "Don't" comes to my mind, until finally I fear that the etymological significance of the word monitor, as being from the Latin *moneo*, will impel me to say, "I warn" you from having any monitors at all. I certainly feel that teachers should strive for that ideal state of educational society where each pupil may be his own guardian, and the spying habits of the monitor may not be constant factors to degrade the higher and nobler class spirit of proper independence of thought and action.

As pupils reach the age of ten years, they begin to realize the importance of election day, which we teachers should recognize as a holiday of high educational value. The silent snow-fall of the ballots marks the nation's choice of its president, and seventy-five millions of people cheerfully accept the will of the majority. Our future partisans, for perhaps no state of republican society can well exist without some more or less clearly defined parties, should from early school life be led to appreciate the importance and sacredness of the ballot. Civics can be practically taught in the class-room by a model election at which the pupils choose their rulers, and if their choice be faulty or unsuccessful, they will themselves be the first to suffer for their failure to appreciate the value of the right of suffrage.

I have carefully studied the plan of the "School City," as so ingeniously devised and carried forward by Mr. Wilson L. Gill. My well-considered judgment is that in elementary schools the scheme is too elaborate and complex. It is not necessary that any plan of school government shall so closely follow the subdivisions of the various municipal departments. The complications likely to arise from the interference between police, health, fire, judiciary, and other departments, as laid down in the plan proposed, furnish a strong objection to the adoption of the plan.

For some years the following plan of school administration has been used in our school, and we have found the loyal co-operation of the pupils is easily secured.

In each class, the teacher nominates an "Eligible List" of seven pupils, whose deportment and scholarship are of a satisfactory standard. From the list the pupils select by ballot a president and vice-president. A majority vote is necessary for election, and the term of office is coincident with the length of the school term. The duties of the president are to take full charge of the class in the absence of the teacher, until a "substitute" is secured. He is also responsible for the proper distribution and collection of school supplies, is the messenger to be sent upon school errands, to carry reports to the office, and to attend to any of the little details which a bright boy may well manage, and of which most teachers will gladly be relieved. The vice-president is to act as assistant to the president, and in case of the latter's absence, he is to act as chief executive.

To properly correlate the subject of civics the principal of the school reserves the right of "impeachment," and after a careful inquiry, may remove any class officer.

Friends of the school who are interested in this plan of school-government, have provided handsome badges of office which are loaned to the boys during their official career, and become insignias of office. In a book, carefully preserved in the archives of the school, the class officers sign their names, and are thereby formally inaugurated.

There is no reward to the position, other than the grateful appreciation of the teachers and the principal. From time to time we have had group photographs taken of the class officers, which have been suitably framed and hung upon the walls of the school. These pictures not only assist our efforts at mural decoration but also become strong incentives towards high ideals of satisfactory service, and returning graduates point with pride at their official photographs. The officers are allowed special privileges in being permitted to come up to their rooms ahead of their classmates, so that they may assist the teacher in preparing the work of the school sessions. No early dismissal is allowed to them, however, and they are excused from none of the lessons or work of the class. The teachers are encouraged to hold the officers to high ideals, and thereby stimulate the other pupils to generous rivalry. The positions are held in the highest esteem by the boys, and their service



Dr. Edward W. Stitt, Prin. P. S. 89, Borough of Manhattan, New York City.

has been so excellent, and they have so thoroughly won and held the respect of their classmates that the positions have been surrounded with well-deserved honor. When opportunity presents itself, the class officers are given some mark of appreciation. Recently, at the time of the visit of Prince Henry, thru the courtesy of the German consul, the boys were tendered an invitation to visit the Hohenzollern, Emperor William's private yacht. The officers of the vessel and the members of the crew vied with one another to show our boys all that there was to be seen, and many courtesies and liberties were extended to them. One of the leading metropolitan journals gave a full account of the trip, paying a high tribute to the soldierly bearing of the boys, and strongly emphasizing their high position as pupil-governors.

Every effort is made to make the pupils appreciate the importance of obeying their class officers, and right here, in my opinion, lies the great advantage of the whole plan. Our schools are the bulwark of the nation, and if, in early life, the pupils are taught the significance of a representative form of government, we shall come near to realizing the true value of Charles Dudley Warner's statement when he said, "A great nation is made only by worthy citizens."

Any efforts at government by the pupil must not, however, in any way minimize the teacher's importance. She must be placed upon such a high pedestal that all the pupils will be led to worthily admire all that she does. The queen of the class-room must endeavor to make her justice, moderation, and scholarly bearing fit

models for the loyal imitation of her devoted subjects.

There is little time to discuss the continuation and enlargement that are possible to any good scheme of pupil government in the high school and college. Here the change of class-rooms and teachers, and the fact that the students are under the control of many teachers instead of one, seem to demand a strong need, if not an actual necessity for an enlargement of pupil-government. The fact that the students are older, and have covered courses in history and civics, and are therefore endowed with superior educational equipment, will show the added ease of an appeal to them to do right, because it is right.

Most of the discussion thus far has been in regard to the external elements. We must not forget, however, that we should also consider carefully the natural character or temperament of the pupils. The plans proposed for pupil-government in a New England community where a large proportion of the school has come from an ancestry well-educated, refined, and chivalric, endowed with the patriotic memories of Faneuil Hall and Bunker Hill, may well be comprehensive and elaborate: Compare such an endowment of historic and scholastic ability with that which is possible in some of the cosmopolitan schools of our large cities. In one of our New York schools, for instance, there is an attendance of over a thousand pupils, and of this number there are only seven per cent. of American parentage. Half of the children are Italian, the other foreign nations represented in smaller ratio being Russia, France, Hungary, Switzerland, Roumania, Austria, Greece, Egypt, and China.

In such schools, there is even more than elsewhere, an urgent demand for proper efforts at practical civics, so that the pupils may share in their proper responsibility. Coming as they do from homes of destitution, with parents of anarchistic and socialistic tendencies, and not having been baptized with the republican spirit of New England, can you expect any great result?

There is a vast difference between the descendant of the Mayflower and the denizen of Mulberry street; between the boy brought up in the luxury of Back Bay, Boston, and the one brought up in the shadow of the Bowery. Even tho by temperament, lineage, and language, the children of the crowded East-side districts are much handicapped in the race of life, one of the first lessons which they learn at school is that of self-control, and the responsibility of their share in the government, whether their sphere be the limited one of the home, the larger one of the school, or the prospective one of their duties as patriotic and law-abiding citizens.

To those of us who are gathered here to-day from the thinly-settled portions of our state where the district school is the hope of the future, and to those who toil in large cities where the problems of overcrowded classrooms and cosmopolitan communities add heavy burdens to our ability to act as uplifters of our race, to one and all, there comes a demand that we should aim to educate our pupils towards the most complete realization of their full share of duty and responsibility. Co-operation is the order of the day! Railroad magnates, merchant princes, leading manufacturers, and the heads of great corporations are beginning to realize the value of making their employees co-partners in their enterprises. We in the schools must present concrete evidences of the value of such co-operation, so that our pupils shall be thoroly imbued with the advantages of the government of pupils as sharers in the responsibilities of school life. There will then be hope for the future, and whether our boys shall develop into men who serve or those who lead, whether they shall become horny-handed sons of toil, or "Captains of Industry," they should both alike have been fitted by their school experiences to become faithful citizens who shall love our public schools, who shall honor our flag, and who shall ever rejoice in the permanency of American institutions, thereby proving the truth of the words of Goethe: "The best of all governments is that which teaches us to govern ourselves."

## Test Questions for "Macbeth."

### College English.

By MAUD E. KINGSLEY, East Machias, Maine.

1. (1) From what source did Shakespeare derive his drama? (2) Give the stories of Macbeth and Lady Macbeth as recorded in the Scottish Chronicles and note the significance of the changes made by Shakespeare. (3) What expedients does Shakespeare use to take his story out of the sphere of simple history?

2. (1) Why is it difficult for the student to put himself into complete sympathy with such a drama as that of "Macbeth"? (2) Discuss the condition of affairs which made such a plot a natural one at the time of its composition.

3. (1) Give the time and place of the chief action of the story. (2) What scene fixes the approximate date of the story? (3) How long a time is supposed to have elapsed between Acts II. and III. (4) What lines hint at this lapse of time? (5) Quote lines showing the kind of ruler Macbeth has made. (6) What glimpses does the drama itself give of the time in which its scene is laid?

4. (1) Analyze "Macbeth" according to the following scheme of dramatic composition: (a) *Formative idea or theme*; (b) *main plot*; (c) *under-plot*; (c) *catastrophe*.

(2) Where do we find the only farcical element in the play?

5. (1) What is the dramatic center of the play? (2) A critic divides the main plot into (a) *The Temptation*, (b) *The Deed*, (c) *The Concealment*, (d) *The Retribution*.—Group the scenes of the drama under these four headings.

6. (1) Which is the stronger element of the drama, the supernatural or the human? (2) Comment at length

upon the relations between Macbeth and the Weird Sisters.

7. (1) By what is the catastrophe of the drama caused? (2) What two events hasten on the catastrophe?

8. (1) Describe the graphic way in which Macbeth is introduced to the reader. (2) Cite anecdotes to support the assertion that Shakespeare represents his hero as a man of physical valor thruout the drama.

9. (1) Characterize the quality of Macbeth's imagination. (2) Quote passages to bring out the contrast between his imagination and that of his wife.

10. (1) Trace step by step the conflict between Macbeth's better and worse natures. (2) What two elements reinforce this conflict?

11. State the three chief characteristics of Macbeth which are manifest at every step of his career.

12. Quote Lady Macbeth's characterization of her husband.

13. (1) Prove by anecdotes that Macbeth's capacity for crime increases as the story proceeds: that (a) He undertakes the crime only after a terrible struggle; that (b) He commits murder from impulse; that (c) He murders after deliberate planning; that (d) He murders from love of slaughter; that (e) Murder becomes a mania.

(2) From this point of view which is morally the worse, Lady Macbeth or her husband?

14. Enumerate the good points in the character of Macbeth?

(To be continued.)

## Plan of Work of a Chicago Vacation School.

(Spry Vacation School.—Henry S. Tibbits, principal.)

(Continued from page 171, SCHOOL JOURNAL, Aug. 30.)

### Language.

Miss Grace R. McLean in her language work was governed by the following plan:

The aim is to give the pupils an insight into certain leading principles of grammar, beginning with the sentence as the unit of language, and tracing its development from the simple to the complex form with its modifiers, and showing its relation to the paragraph.

Letter writing will be the only form of composition practiced by a majority of pupils after they leave school, hence the importance of the subject is quite evident. Especial care will be taken to cultivate neat, accurate habits in the established forms and details of writing letters.

#### FIRST WEEK.

July 7. The sentence, the unit of language. Its meaning and written form.

July 8. Kinds of sentences. Declarative and interrogative.

July 9. Excursion. River scenery.

July 10. Written exercise suggested by incidents on the excursion.

July 11. Capitalization and punctuation.

#### SECOND WEEK.

July 14. Imperative and exclamatory sentences. Relation of sentence to paragraph.

July 15. A written paragraph illustrating the four kinds of sentences.

July 16. Excursion. Field day athletics.

July 17. Written exercise with special attention to logical arrangement of sentences in the simple paragraph.

July 18. Elements of the sentence: Principal, subordinate, independent.

#### THIRD WEEK.

July 21. Principal elements of the sentence: Subject, predicate, attributes.

July 22. Subordinate elements: Adjective, objective, adverbial. Adjective elements.

July 23. Excursion. Beverly Hills, forest scenes.

July 24. Written exercise.

July 25. Objective elements.

#### FOURTH WEEK.

July 28. Adverbial elements.

July 29. Letter writing. Customary forms and parts of a letter. General directions.

July 30. Excursion. Lincoln park, animal life.

July 31. Letter to friend describing the events of the excursion.

August 1. Simple, complex, and compound forms of the elements of the simple sentence.

#### FIFTH WEEK.

August 4. A written exercise upon a picture presented to the class at the recitation hour.

August 5. Classification of sentences. Analysis of simple sentences.

August 6. Excursion. The North Shore, marine views.

August 7. Written exercises.

August 8. Complex sentence. Its elements. Sentences for analysis.

#### SIXTH WEEK.

August 11. Review of simple and complex sentences. An exercise in the formation of plurals.

August 12. Compound sentences.

August 13. Excursion. Michigan City, lake.

August 14. A letter to be written to some person designated, telling about the trip.

August 15. Sentence analysis. Letter writing.

#### Construction.

Much emphasis was laid on constructive work and the success in the various divisions of this subject has been particularly gratifying to teachers and learners.

#### INDUSTRIAL WOOD WORK.

Miss O. M. Becker directed the work according to an outline here briefly summarized.

The purpose is to give every child a chance to make something useful or ornamental to add to the home; and to assist in the construction of something for the permanent equipment of the school building, a constant reminder and incentive.

Beginners will necessarily work concertedly at simple exercises whose purpose is to develop a knowledge of, and skill in the use of, tools. With the more advanced pupils, however, the work will be almost entirely individual or in small groups, each individual or group working at a particular piece until the same shall be completed, and then taking up another and more difficult one.

So far as it can be done profitably the pupils will make the designs and specifications for the pieces to be constructed by them from general descriptions and dimensions or possibly pictures furnished by the instructor. They will thus develop the constructive imagination, and will at the same time be obliged to think carefully and accurately. It is manifest that under such conditions no rigid course, even in barest outline, is possible. Each pupil will be permitted or required to do such work as shall seem most likely to be useful to him or adapted to his skill.

The scheme outlined below is intended to be merely suggestive and tentative. Of most of the pieces named several variations in design will be attempted, the aim being to have as great a diversity as is consistent with the skill and ingenuity of the pupils.

#### SCHEME FOR INDUSTRIAL WORK IN WOOD.

*First Division.*—Boys beginning use of tools. Learn uses of rule, saw, plane, and try-square, and of other tools as occasion for their use arises by making

- A. Plain bread board, shaped ironing board.
- B. Shaped table mat, paper knife, scouring board.
- C. Kite, hexagonal, coynie, and box forms.
- D. Bean bag board, ring toss game.
- E. Towel roller, coat hanger, hat rack.
- F. Toy wagon, wheelbarrow, cart.

*Second Division.*—Boys experienced in use of tools.

- A. Ironing board and folding stand, towel rack.
- B. Lounging chair, camp stool, slat settee.
- C. Comb pocket, salt box, spice cabinet.
- D. Insect cases, natural history cabinets.
- E. Medicine chest, hanging book shelves, bracket shelf, etc.
- F. Gymnastic apparatus: Parallel bars, ladder, swing bars, etc.
- G. Basketball outfit.

*Third Division.*—Boys somewhat skilled in wood work.

- A. Step ladder, newspaper file and rack.
- B. Game board stand, crokinole, checker, and other boards.
- C. Parlor screen, tabourette, jardiniere stand.
- D. Library table, parlor table, flower stand.
- E. Davenport sofa, piano stool, pedestal.
- F. Magazine pedestal, book case, writing desk.
- G. Lawn swing.
- H. Plate rack, clock shelf.

#### Cooking.

Miss Elizabeth White prepared a course comprising practical lessons in the right choice and preparation of summer foods and their relation to good digestion and nutrition. The economical preservation of fruits in the various tempting forms for future use was given careful attention. Individual exercise in canning, preserving, jelly-making, etc., in quantity were given. Occasional afternoon demonstration for adults formed a new feature of the work this season. The weekly program assigned cooking to Monday and Thursdays, and preserving to Tuesdays and Fridays. The following were the special topics in cooking:

Methods of measuring, vegetables, greens, roots and tubers, white sauce, cereals, eggs, milk, soups, fish and meat, doughs and batters, raising mixtures, bread, scalloped dishes, uses of bread crumbs, beverages, cake, cold desserts.

Outline of canning and preserving. Canning and jelly-making.

Can each fruit when it is best and cheapest.

Preparation of the jars.

Preparing and cooking the fruit.

Directions for filling jars and sealing them up.

Jelly-making. General directions for making jelly.

Study of fruits which need water and those that do not in cooking.

Care of jelly bag.

Care and sealing of glasses.

#### Sewing.

Miss Katherine D. Flood in charge of this work, followed a plan whose purpose it was to give the girls a practical knowledge of needlework. Each pupil began at once on some useful article of wear. Thrift, order, tidiness, care of personal appearance, were especially aimed at in the instruction.

Machine sewing was also included in the course.

FIRST WEEK.

July 7. Drill on threading needles, making knots, position of body and hands, proper length of thread, use of thimble. Basting stitches. Practice on different kinds of stitches.

July 8. Cut pieces for sewing bag, and sew side and end.

July 10. Overcast.

July 11. Arrange top for running string. Insert string.

Machine work for week. An apron.

SECOND WEEK.

July 14. Begin construction of skirts. Cut lengths. Baste with uneven stitch. Talk on cotton.

July 15. Sew seams.

July 17. Fell seams.

July 18. Bind opening at back, turn, and baste hem.

THIRD WEEK.

July 21. Sew hem.

July 22. Gather, stroke gathers, sew on bands.

July 24. Buttonholes. Remove basting threads.

July 25. Cut drawers and baste seams.

FOURTH WEEK.

July 28. Sew seams and fell.

July 29. Hems and openings at sides.

July 31. Gathering and sewing on bands.

August 1. Buttonholes.

FIFTH WEEK.

Mending Week. Children will bring from home articles, white or colored, needing simple patches. For latter part of week practice in darning.

SIXTH WEEK.

Night Gowns. To be made partly on machines and partly by hand. Lessons in use of different kinds of sewing in which machine is useful.

Throughout the course all lessons in hand sewing were supplemented by daily lessons on the machine.

**Constructive Work. Grades 3 and 4.**

The course in charge of Miss Carrie A. Mathews was a very comprehensive one, including a great variety of industries to suit the work to the individual tastes of the pupils. The plan was as follows:

Each division of fifty-four pupils was subdivided into groups, the work for each group being selected to suit the tastes of the pupils in that group, and in some cases special work was given to certain pupils not belonging to any particular group.

TENTATIVE AND SUGGESTIVE OUTLINE OF WORK.

Weaving.—On looms—plain and in patterns, raffia, yarn, silk, and cloth strips.

Weaving.—Baskets of raffia and rattan, matting, rugs, and table mats, millinery braid, rattan and raffia combined in patterns.

Sewing.—Penwipers, bags, scarfs, doilies, articles of wearing apparel, viz., aprons, skirts, waists, etc.; pillows, cushions, etc.

Embroidery.—Large work principally, sofa pillows, skirts (in wool and silk), simple patterns in shading and mixing of color, scarfs, doilies, etc., collars and ties, hemstitching (material not too fine).

Crocheting.—Slippers, baby jackets, hoods, tam-o'-shanters, capes, scarfs, afghans, mats, etc.

Knitting.—Afghans (large work). Small amount of finer knitting, as mittens, stockings, etc.

Cardboard Work.—From plans, houses, furniture, lanterns, window decoration, etc., waste baskets, boxes, etc.

Upholstering.—Settees, chairs, boxes for shoes and waists, footstools, etc. These articles are made in the manual training room.

Miscellaneous.—Portieres of rope, chenille, straws, and beads; tying of hammocks and shopping bags. Painting and varnishing articles made.

Millinery.—Trimming of hats made by pupils. Arrangement of suitable colors and materials. Shaping and altering hats.

**Primary Art.**

The weekly excursions were made to yield excellent opportunities for this study, under the direction of Miss Ida M. Lieneman. The children were taught to sketch landscapes, river and lake scenes, trees and animals, drawing whatever impressed them most vividly.

FIRST WEEK.

July 7 and 8. School garden sketches.

July 9. Excursion to River Forest.

July 10 and 11. Landscapes sketched during excursion to be finished.

SECOND WEEK.

July 14 and 15. Groups of fruit and vegetables.

July 16. Field Day.

July 17 and 18. Figure posing. Sketching characteristic attitudes of children participating in Field Day exercises.

THIRD WEEK.

July 21 and 22. Posters. Paper cutting.

July 23. Excursion to Beverly Hills.

July 24 and 25. Woods, native forests, sketched during excursion to be finished.

FOURTH WEEK.

July 28 and 29. Drawing familiar objects.

July 30. Excursion to Lincoln Park.

July 31 and August 1. Sketching of animals seen at Lincoln Park.

FIFTH WEEK.

August 4 and 5. Flowers.

August 6. Excursion to North Shore.

August 7 and 8. Finishing marines sketched during excursion.

SIXTH WEEK.

August 11 and 12. Block Building.

August 13. Excursion to Michigan City.

August 14 and 15. Sand-dunes and Pictorial Geography.

**Reading, Music, and Number.**

Reading was in charge of Miss. Emily Kasa ; music, Miss Rosa Bartusek ; number, Prin. Henry S. Tibbits.

The character of the work in primary number may be judged from the following type problems used in the school :

1. At the price of 2 for 3c. find the cost of 6 lemons.

2. What is the value of 6 letter stamps and 3 postals?

3. If potatoes are sold at 18c a peck, what is the price of 2 bushels?

4. I had \$36 and spent 5-9 of it. How much have I left?

5. I bought 1 lb. of butter @ 18c. and 2 doz. eggs @ 14c. per doz. How much is left from \$1, after paying for them?

6. At \$785 each, find the cost of 9 city lots.

7. I bought 10 tons of coal @ \$6.50 per ton and paid \$50. How much do I yet owe?

8. How much is left from \$1 after paying carfares for 7 adults and 4 children at half fare?

9. Add 789, 987, 698, 865, 8698, 697, 7698.

10. How many pints in 67 qts. and 1 pt?

11. How many yards in 232 inches?

12. Find the perimeter of a lot 12x25 ft.

13. How many minutes from 8:45 to 10 o'clock?

14. What coins would be given in change if \$1 is tendered for 15c. purchase?

15. A street car conductor made four trips and collected 96 fares, then 84 fares, 78 fares, and 89 fares. How much money did he collect?

16. A man buys a farm for \$1,200 and pays \$50 a month. How long does it require a pay for it?

17. A man paid for a hat \$3, which was 1-9 of his money. How much had he at first?

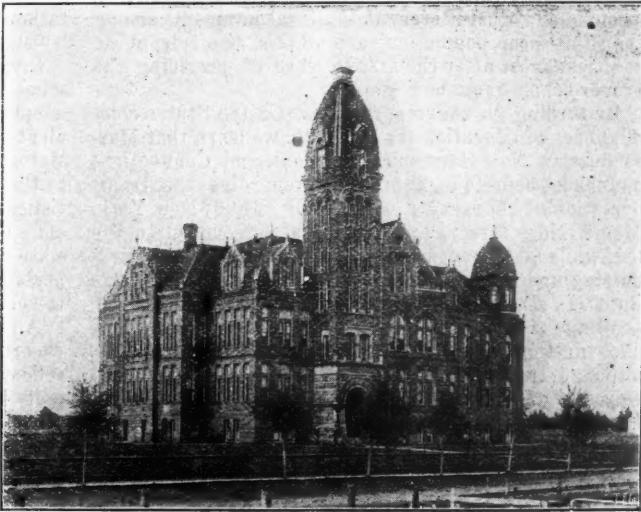
18. I put \$64 in the bank, then \$38 more, and drew out \$45. How much did I have left in the bank?

19. How many tons of hay at \$9 a ton must be given for 18 cows worth \$28 each?

20. A factory is worth \$2,400, John owns 1-3 and Harry the remainder. How much is each own's share worth?



South Dakota has something like twenty-four women county superintendents in the state, and what is more to the credit of the state is that everyone of them was present at the Minneapolis meeting. If the county superintendents generally showed as much enthusiasm in matters concerning education the solution of the problem of rural schools would soon be well under way.



Washington Street Normal School, Ellensburg, Wash.— W. E. Wilson, Prin.

## Progress in Consolidation of Rural Schools.

*By State Supt. J. W. Olsen, of Minnesota.*

The most important educational problem before America to-day is the rural school problem. The general upward trend of our state university work, the public secondary schools in our cities articulating therewith, and the great work in our cities and towns in turn articulating with our secondary schools, is becoming definitely fixed and established. Great progress has been made in university work and city school work during the last quarter of a century, and, while great progress has been made in building country school-houses, in furnishing libraries, text-books, suitable apparatus, and better trained teachers, rural school advancement has not kept pace with the wonderful progress in our city schools and state universities. This is due to the natural ultra-conservatism of our rural population, to the abandonment for the city and the West of farms in the Eastern states, and to conditions inherent in the isolated one-room school-house itself, where organization and gradation is almost impossible, where nepotism and personal favoritism on the part of local school trustees too often prevent efficient and continued effort by the teacher; where the environment is too narrow to broaden the intellectual horizon of the pupil by active rivalry and keen intellectual competition with others in his class.

We have already reached the stage where the advocate of consolidation no longer occupies debatable ground in a body of school men. It is conceded by state and county superintendents and other administrative school officers everywhere that the most rational solution of the country school problem lies in combining the small, isolated school units into larger ones and transporting the pupils to and from schools at public expense.

In response to inquiries and from examination of state superintendents' reports I find that twenty-six superintendents are in favor of transportation of pupils, while no state superintendent expresses himself as opposed to the plan where normal conditions prevail, and from some I have no expression of opinion. Among ourselves, as educators, we agree, with practical unanimity, that it will secure better teachers, insure better classification, stimulate intellectual competition, severer effort, greater interest and enthusiasm among pupils, increase attendance, insure punctuality, provide better apparatus, text-books, and libraries; provide longer and more regular terms of school; guard the health of the children; keep the older children longer in school and at home under parental care; educate toward the farm and farm life, and discourage the tendency to drift into centers of population; provide better heated, lighted, and ventilated school-rooms, promote the growth of reading circles, lyceums, and other literary and culture movements among the adult farm population; and all this, as a rule, at no additional cost after the first expense of providing the proper school-room be met.

By turning to the report of the United States commissioner of education for 1894-'95, we learn that Massachusetts, New Hampshire, Vermont, and Connecticut had made definite legal provision regarding the transportation of children to school. By 1896 New York, Maine, New Jersey, and Nebraska were added to the list, while Ohio had a few consolidated districts transporting under a special act. In the year 1900 state Supt. L. D. Harvey, of Wisconsin, issued a bulletin showing that the following eighteen states have laws allowing the transportation of pupils at public expense, altho at that time only thirteen were availing themselves of the privilege. These eighteen states are:

|              |               |            |               |
|--------------|---------------|------------|---------------|
| Connecticut  | Massachusetts | Ohio       | Florida       |
| Nebraska     | Pennsylvania  | Indiana    | New Hampshire |
| Rhode Island | Iowa          | New Jersey | South Dakota  |
| Kansas       | New York      | Vermont    | Maine         |
|              | North Dakota  | Wisconsin  |               |

To this list must now be added Washington and Minne-

sota, while in Michigan and some other states pupils are being transported, either by implied powers without legislation directly authorizing it, or by sufferance.

In addition to the above, Illinois, Missouri, and Virginia authorize by law and have township high schools, Tennessee has consolidated schools, and California authorizes, and has what are known as union high schools in the country.

As many states report only biennially and others do not gather statistics in regard to transportation, it is impossible to present complete comparative statistics showing progress in consolidation, except irregularly from a few states, which probably illustrate the general tendency in favor of the movement. In 1899 and 1900 New Jersey expended nothing for transportation. In 1900 and 1901 she expended \$4,420.62. Ohio reports thirty-three districts transporting last year. The amount expended for transportation in Massachusetts increased from \$8,648.00 in 1890-'91 to \$75,603.00 in 1894-'95, and to \$141,754.00 in 1899-1900; in Vermont, from \$11,122.00 in 1893-'94 to \$26,492.00 in 1899-1900.

In 1893 free transportation of pupils was authorized in Connecticut. In 1900-1901 the number of schools closed was eighty-four, pupils transported 849, cost about \$8,817.00.

In Vermont free transportation is growing in favor, as attested by the fact that the state expended for this purpose \$11,122.00 in 1893-'94 and \$26,492.00 in 1899-1900. During the latter year 726 schools were closed and 2,909 pupils transported.

New York has a system of contracts whereby one district may contract with another for the education of its pupils and still draw the district quota of public money. Connected therewith is a provision of law permitting the district contracting to transport their pupils to the district contracted with. The first contract law was passed in 1896; during the next year twenty-seven districts took advantage of the law and contracted with adjoining districts. The number taking advantage of the contract system has increased from that time until the present year, when about 300 contracts have been filed.

Transportation was first tried in Iowa in 1896 in two districts. This year pupils are transported in about fifty districts.

In Indiana transportation was first undertaken ten years ago. Last year 2,339 pupils were transported over 164 routes in 50 different counties.

From South Dakota Superintendent Collins reports that, perhaps in one-fifth of the districts, some transportation is paid. Since reports were issued transportation has been operated in a half-dozen Mississippi Valley states.

Progress has been made in providing township high schools in a number of states, and where the township is not a feasible school unit such units as seem expedient have been carved out into school districts. Ten states report township high schools, or their equivalents, to the number of 1,319, Indiana leading with 491. Statistics from six of these states show an enrollment in this class of schools of 30,404, the largest being 18,183 in the state of Maine. The first township high school is reported from Illinois in 1867. These figures show that township high schools have grown in favor very rapidly.

All these figures encourage the view that the contest we are engaged in in favor of better schools thru consolidation is more than half won. The greatest difficulty is overcome when the first half dozen well-managed consolidated schools in a state have demonstrated beyond serious controversy the success of the plan. How rapidly this plan will progress in the future depends upon a number of things.

*First.*—The general intelligence and public school spirit of the people.

*Second.*—Upon the topography of the country: whether or not the roads are in good condition during most of the school year; whether the territory is well adapted to large units, or segregated into smaller ones by hills, creeks, lakes, or other natural barriers.

*Third.*—Whether legislation makes it easy and natural or artificial and difficult.

*Fourth.*—Consolidation will also depend in a large measure upon the prevailing system of school government and organization.

People are not inclined to employ a unit of government that is not a governmental unit for other purposes, also. In New England and states following the New England plan wide powers in general government are delegated to the town or township, carrying with it township control of schools under a township board. The step from a number of separate schools in a township under control of one board to a central graded school where pupils are transported, is short, easy, and logical. Upon this point the report of the Committee of Twelve well says: "In the Northern states the cause of school consolidation depends intimately upon the adoption of the township unit system. A certain amount of consolidation can be effected by the abolition of small districts. It may be possible, also, for several districts to merge their schools into one for the time, at least, and still preserve their independence, but it is manifest that the first plan will not prove effectual, and that the second one will be infrequent and precarious."

Where the county is more largely the unit of school and general government, as in some of our Southern states, and where central county authority is vested with wide discretionary powers in locating school-houses and defining school district boundaries, to which the entire situation presents itself in more accurate perspective by being removed from the narrow view too often taken by selfish interests in a small neighborhood, progress in consolidation may be expected, unless prevented, by topographical conditions or lack of school interest.

The greatest difficulties are met in states like the one I have the honor to represent—Minnesota—where the township is hardly a unit of government for any purpose whatever, except to lay out and keep in repair a local highway, where assessments are reviewed by a county board of equalization; where taxes are "run" by a county auditor and collected by a county treasurer; where legal business nearly all centers in the county seat; where township and school district boundaries are rarely coincident, and where each little school district is a unit in itself, having three officers with almost sole control of its tax levy and school management, and where the county exercises no control of school affairs, except thru the county superintendent, whose powers are limited almost entirely to advice, personal influence, and collecting statistics for the department of public instruction.

Where people have been educated away from the township system and the larger school for a half century or more under such a system of overburdened democracy it is not surprising that the introduction of the consolidated school is steadily resisted.

It is manifest that in those states where similar conditions prevail consolidation must be encouraged by easy steps, arousing as little antagonism as possible. Only to an inconsiderable extent will they establish township schools. Minnesota has had a permissive township law for seven years and yet not more than one or two township schools have been organized under it.

Personally, I believe that the plan of New York and Wisconsin, authorizing a district to suspend its school and arrange with any adjoining district or districts for the instruction of children and transporting them if necessary and expedient, and yet be able to maintain its separate organization and participate

in the apportionment of school funds is the most rational method of promoting practical consolidation in states where the small independent school district is the school unit and not the township or county. Undoubtedly in many places school districts can be induced to favor temporary suspension of school for a term or a year, whose prejudice of tradition would not sanction their formal dissolution and union with other districts. This contract system will naturally lead to formal consolidation where best and necessary.

Such a contract law was passed in New York in 1896, and it is remarkable that 300 contracts for the education of children in adjoining districts are already filed with state superintendent Skinner this year.

The free rural delivery of mail promoting the good roads movement, the telephone, and the tendency to industrial co-operation bringing farm life into closer relation and sympathy, will add impetus to this movement.

In Minnesota, alone, we have 131 farmers' mutual fire insurance companies and about 600 co-operative creameries. We have rural communities grouped about a co-operative creamery, department store, live-stock shipping association, fire insurance company, lumber and fuel company. Where this condition prevails the next step is a co-operative school.

From one short year to another we may not be able to discern great educational progress in our rural communities, and yet, if we measure educational progress during the last decade or quarter of a century, must we not conclude that we have advanced almost by leaps and bounds? Enrolled in the cause of popular education we have, by no means, enrolled in a lost cause. In our country there can be but one answer to every great question confronting us, and that ultimately the right answer. The American educator, co-operating with intelligent patriotism and public spirit, will ultimately realize the most effective system of school organization and administration that in our country a race of physical, intellectual, and moral giants shall be reared.



The introduction of gardening in the course of instruction in elementary schools is no new movement. Inspector T. G. Rooper, who has made a careful study of school gardens in Germany, writes that in 1814 instructions were issued to Schleswig-Holstein to the effect that "in view of the future occupations of children in country schools, most of whom will be engaged in agricultural pursuits, they should, in addition to their ordinary work, receive some instruction in the culture of fruit and vegetables." In 1817, in Nassau, instructions were issued to the effect that a garden should be provided for every village school besides a playground in which children should be taught fruit culture.



In the Industrial Room of the State Normal School, Whitewater, Wis.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 13, 1902.

## Scholastic Inertia and Progress.

A phenomenon which, in spite of its constant recurrence, never ceases to cause amazement is the transmutation which sound educational ideas or plans undergo when introduced in ordinary school practice. Unless thoroly familiar with the idiosyncrasies of the scholastic mind, one is forever confronted with unforeseen results. Nowhere is the reign of routine more obstinate than in schooldom. Nor is this altogether evil. It insures at least a training in order, preciseness, punctuality, and system--virtues that most of us cannot have too much pressed upon us. The exasperating features of it are that reforms are slow in winning an entrance, and when they are finally accepted they are so thoroly metamorphosed that often their very parents have difficulty in recognizing them. And strangely enough, the more reasonable a proposition appears to the laic mind, the less likely it is to retain its essentials when put thru the school mill. In fact, nothing seems more difficult to keep alive in school than common sense.

This is not at all due to pedagogy, as some suppose, for sound pedagogy is nothing more nor less than systematized common sense as applied to educational problems. Logic is the real power behind the cast-iron routine. Diagramming and schematization of every form have a strange fascination for people who have been in the scholastic harness for a number of years.

Far-seeing reformers have sought to establish newer pedagogical ideals which would annihilate this tendency. Thus it was hoped that psychology would place teaching upon a rational basis. The logic of the new science found almost immediate support, but the psyche part of it failed to receive thoroly practical recognition.

The inadequacy of the looked-for results gave birth to child-study. The plan of campaign became to make teachers realize that their business was to teach children, and not the mere logic of the school curriculum. Child-study became the fashion, but in its transmutation it lost much of its original purpose and became with many merely another department for diagramming and schematizing.

Nevertheless, the progress from psychology to child-study has been productive of much good. As a result, the living child is receiving increased attention. Gradually the children will be individually benefited by the developing new attitude of teachers. But at best child-study can establish only humane and effective ways of teaching the young. Meanwhile, the problem of what to teach is of no less importance. This is a matter which can never be settled by the views of educators which are in hopeless confusion. The question must be settled by periodical compromises between the practical and ideal demands of the times and of particular localities, on the one hand, and the results of expert investigations of the capacities and humane interests of the individual children on the other. It is for this reason that the leaders of the people should welcome the pronounced popular tendencies toward insistence upon practical

recognition by the schools of the economic demands of the present age, which have come to the surface in recent months.

## Practical Faith in Children.

Every child is an individual revelation of divinity. Herein is contained the substance of the new educational creed which distinguishes this age from the past. Formerly an almost opposite view obtained, outside of mother hearts, at least. To be sure there are children whose divinity is so completely concealed from all but the most skilled eye of faith in humanity, that a doubt as to their heavenly origin and destiny seems justifiable. There are, too, educators who are blind in their conceit; blind especially to embryonic good, tho marvelously keen-eyed in fault-finding. The number of people who have failed to become enamored of virtue because of this blindness on the part of their educators is legion. Faith in a child, and the encouraging attitude which springs from this faith, has never marred a single soul. Think of the victories it has won, the souls it has redeemed!

An educator who cultivates a practical faith in every individual child in his care will be doubly rewarded. His influence will inspire and cheer the young on their way, and thousands will call him blessed. The educator himself will be made happier by his faith, and his own character will grow sweeter and stronger thereby.

He who cannot raise himself to this abiding faith in the divine destiny of each child is to be pitied, and his pupils even more than he.

## School Gardening.

Superintendent Francis A. Bagnall, of Adams, Mass., suggests in his annual report that small garden-plots might easily be provided where the schools have sufficient ground to be cultivated by the several grades of the elementary schools. The practical growing and caring for plants on the part of the children would be of great value to them. "Here we would have a practical study of nature, the gaining of her secrets first-hand, the 'learning to do by doing,' and the knowing and loving at least a few beautiful flowers. From such a school garden would go out an interest in the making of home gardens, and ere long some of the unsightly places of our town would become beautified. It is by such means as this that we are to create a better public sentiment and civic pride, and our streets be kept more tidy, the yards of the dwellings of even the poorest cleaner and neater, and the homes more attractive without and beautiful in appearance and character within. To make beautiful school-rooms and buildings and attractive grounds will be a paying investment."

## A Fable.

"A lion who had been ill, asked a sheep if his breath was bad. The sheep said Yes, and the lion bit off his head because only a fool would dare to be so truthful. A wolf was asked the same thing and replied No. Him the lion killed for being a liar. A fox, in answer to the question, said that he had a cold in his head and could not smell." The lion has just been elected president of the school board, and it is stated on very good authority that the fox will be superintendent at the highest salary ever paid.

### Comparative Illiteracy of City and Country.

A preliminary report on illiteracy just issued by the census office indicates that illiteracy among adult males is less than half as prevalent in the large cities as it is in the rest of the United States. The difference between the large cities and the rest of the country in the Northern states is affected by the presence in the cities of large numbers of illiterate immigrants, so in the Southern states the same difference may be effected by the presence of the negro population. Again, a population scattered over a sparsely settled area is more difficult to reach by an effective system of public schools.



### Tonic Sol-Fa Lives On.

Dr. McNaught, the editor of *The Music School Review*, an English periodical devoted to the interests of music in schools, is one of the best authorities in matters relating to the teaching of vocal music and harmonics. His judgment concerning the present status of tonic sol-fa is, therefore, deserving of respectful consideration. He says:

"The irrepressible vitality of the tonic sol-fa method and notation is a notable fact. Notwithstanding all that has been urged against the use of the notation on the grounds of expediency, we see strong advocates spring up in all parts of the English-speaking world. In spite of heaven-born methods of teaching the staff that appear now and again, the British school teacher imperviously goes on with the system. In Toronto the agitation against it has failed; the Cape schools are employing it more and more, and the Irish schools are now taking to it in large numbers. A Welsh writer, in the Cardiff *Times* voices the opinion of probably the majority of his compatriots, when he says that 'sol-fa has come to stay,' and Mr. John Tagg has been advocating in a convinced style the utility of the method before a New Jersey (U. S.) audience of teachers, and has secured a full report of his address in one of the most important of the American educational newspapers. [In THE SCHOOL JOURNAL, of course.] Those persons who view this spontaneous and earnest propaganda of the tonic sol-fa system with misgiving, may take comfort in observing that in nearly every case the use of the system is advocated on the ground that it provides an excellent introduction to the ordinary notation."



Let there be a service of thanksgiving in every school of the land to commemorate the providential escape of the nation's chief executive officer from an untimely death.

Parents' evenings are a very popular and most beneficial feature of many schools in Germany. They are usually social gatherings in which parents and teachers meet together with the object of promoting cordial relations between them, and chatting and consulting with each other about the children.

A plan has been proposed by Dr. Stevenson, of New York university, for the better promotion of higher education. It is the differentiation between the work of the corporate board and that of the faculty. The first shall attend to the purely financial, the latter, internal arrangements; each board thus dealing with things with which it is familiar, and in which it is most competent. The only fault of the plan is its too great faith in ideal corporations at the bottom of it. The plan may serve as something worth laboring for much as we do for the elimination from the schools of "pull."

The fifty-third session of the College of the City of New York opens on September 11 for the high school department and September 16 for collegiates. This is the second year of the elective system and of the expanded course of seven years. The old buildings have been renovated within and without, fire-escapes added,

and two more commodious buildings erected. There are further additions to be made. Altho the faculty has been considerably increased the administration corps remains the same.

A report of an impending election of a district superintendent in New York city contains this proviso: "The person to be elected to high office in the future must have shown unqualified adherence to the policy of progress in education." And still there are teachers who cannot read the signs of the times.

The Children's court, of New York city, opened on Tuesday, Sept. 2. Children under sixteen will be arraigned here. Kindness is to be the prevailing attitude. The associations of the ordinary police court will be eliminated as far as possible and precocity will not be flattered by the appreciative smiles of court hangers-on.

A Girls' trade school will be opened by the Ethical Culture society on November 1 at 233 W. 14th street. There is no doubt of the urgent necessity for such a school. The object is to train skilled women for the trades, roughly grouped into the needle, machine, and gluepot trades. Employers and employees have contributed all the help possible in the gathering of information for the work. In London, Eng., such a school has been in most successful operation for many years.

In this school there will be no waste of time. No running of errands for apprentices, no picking out of basting threads, nor the doing of numerous odds and ends of things that in no way contribute to obtaining skill in the work undertaken. Saleswomen will here learn something of the articles they may have to sell, their history and place in the industries of to-day. And the story of the handicrafts will be learned from their primitives to their present developments. Thus what often to-day is drudgery may be made pleasing by intelligent knowledge. In addition to manual instruction each pupil must take a course in drawing, color work, and business letter writing. The artistic will be interwoven with the manual and business education. Doubtless many fail in their vocations if not utterly, at least partially, thru a lack of the simplest ideas of art and color.

The publishers of THE SCHOOL JOURNAL regret extremely that an error was made by them in the insertion of an advertisement on page 184 of the issue of THE SCHOOL JOURNAL of Sept. 6.

The said advertisement is headed "Superior Books for Literature Classes."

The publishers of these books thus advertised are the Globe School Book Company, and not Houghton, Mifflin & Co., as we erroneously inserted.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, and EDUCATIONAL FOUNDATIONS, (each \$1.00 a year), presenting each in its field valuable material for the teachers of all grades, the primary teacher and the educational student; also OUR TIMES (current history for teachers and schools) semi-monthly 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

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E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York.

THE SCHOOL JOURNAL is entered as second-class matter at the N.Y. Post Office.

## Letters.

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### My First Deer Hunt.—A Natural Science Lesson.

I will never forget the first time that my father let me take his rifle and go into the woods to hunt deer. The rifle was a short one, the barrel being only thirty-two inches long, and I had never shot a gun more than a dozen times in my life. It was in the month of December, and I called up the two dogs, Dave and Hulda, and started out thru the woods in an easterly direction towards Salt river, a stream that flows thru the eastern part of Adair county.

As I went along I began to think of all the tales that I have ever heard about "bucks fighting with their horns when wounded," and particularly the admonition of "Uncle George," an old colored man, who had killed many deer in Kentucky and Missouri. He said:—"I tells you, chile, neber git close to a buck till he is done dead; if you do, he'll just turn his har all backwards, and his eyes gits green, and he'll run his prongs right thru you."

I had gone about a mile and a half when I started into a bend of Salt river; it was nearly a mile around the inside of the bend forming what is called a horseshoe. The opening of this shoe, when I started in, was about sixty yards across, and just inside was a tree that had been blown down during the summer, and the leaves had dried on the branches and still remained there. Out of this tree top bounded a deer and Dave and Hulda took after it.

The trees were thick and there was a heavy undergrowth, so that I got only a glimpse of the deer. I stationed myself about midway of the opening by a big tree, with the gun cocked ready to shoot as the deer would run back to get out of the bend. In a minute or two the dogs began to bark furiously at the farther end of the bend, and I thought that rather than run on the ice in Salt river, the buck had turned on the dogs and was fighting them, and that my situation was perilous indeed, should he succeed in whipping the dogs. More furious grew the barking and I hated to run, but I felt more like running than going forward. I looked ahead to see a tree or sapling that I could climb in case of extreme peril. I saw trees that would afford a means of escape as well as of safety. So I began a series of forward movements from one tree or sapling to another, ready to shoot at the first opportunity. The baying of the dogs never ceased for a moment, and their position did not appear to change. This gave me a little more hope, but no more courage. By a series of diagonal movements, covering it seemed to me about two hours, I reached a clump of three large soft maples that branched out about five feet above the ground and I got up finally into the forks. I was not more than fifty yards from the dogs.

Here I stood with the rifle in my hands, trembling and scared, awaiting developments. Notwithstanding the safe position I now occupied, I could not see over the bank where the dogs were, but I could hear them splashing in the water. There was no tree between me and the dogs that I could climb quickly should the buck drive back the dogs and attack me. I decided to remain where I was till one side or the other gave up.

I must have been there fully a half hour when I saw a wet, dirty little sheep, as I thought, drag itself up the opposite bank and strike out across the prairie bottom in a very slow weak gallop. This sheep had gone 300 or 400 yards when it stuck up its muddy tail, and it flashed all over me—"this is the deer." The dogs had quit barking, and I now felt relieved and went boldly to the bank. It was all plain now. The dogs had chased the deer so closely that in order to escape it had run in on the ice, which slanted down on each side, leaving an open current of water in the middle of the stream. The deer was, all the while, in the water which did not quite cover it, and the dogs were on

the ice barking at it. Finally it had succeeded in getting out of the water on to the ice on the opposite side, scrambled up the bank and made its escape.

A few weeks later I shot my first deer, and many others afterwards, but this to me was the most thrilling experience of my life except being in a cyclone. Even to this day, some of the old neighbors where father still lives, indulge their dry humor at my expense over my narrow and blood-curdling escape.

J. M. GREENWOOD.

### The Rewards of Teaching.

Will the editor pardon a suggestion or two? I am sure he will. I have been a reader of THE JOURNAL for many years, feeling that the editor had in mind those who draw small salaries. Now it is the case with me, and of nine-tenths, yes, ninety-nine hundredths of those who are teaching, that we shall stop with no more than we began. Do I regret that I have been a teacher? No; the happiest hours of my life have been spent in the school-room. My rewards are the sure consciousness that I have been highly useful.

Of course I have had my days of discouragement, but often there has come to me the feeling that I did well to teach, for all that. I was in the city of Washington last year and visited an old colleague who gave up teaching to enter on what seemed to him a lucrative field in getting "claims" paid. We talked of old times, and he said very sadly, "I made a mistake when I gave up teaching. How much I was thought of in—; everybody knew me and respected me; I was useful to others; I liked to help others. Since then I have aimed to skin others."

I could see that he really envied me, and yet he has made a good deal of money. Now in his poor health he looks back to the time in — when if he were ill a day the whole town was in sympathy with him; he gets none now, except from a very very small circle.

The reward the teacher will have is love if he bestows love. Now those who bestow love must not expect money in return; that would be foolish; money comes when we give a tangible good like corn, wheat, etc. Some men in school positions get what seems to us a good deal of money. But they do not bestow feeling, simply brain power; and can not expect happiness as the result of their labors.

Last year I met a man who had been a teacher; then an insurance agent; then a superintendent of a trolley system; in all these last three he was well paid in money; but he has returned to teaching again at a moderate salary. He said, "I get more satisfaction out of teaching." Some would think this is foolish, but if men sought teaching for the money there is in it we could not but feel sorry for their pupils.

Bridgeport.

EVA D. JOHNSON.

### The College Influence.

The meeting at Minneapolis was a very agreeable one to me simply because it brought within the reach of my hand a number of old friends. President Beard-hear I had to visit in the hospital. He is one of the best representatives of our Western men. During the last twenty years the colleges have been acquiring an influence in the N. E. A. In its early days the college men fought shy of the N. E. A.; now as they get glory and fame, and at times office, they are quite ready to attend. Whether this will be for the good of the N. E. A. is to be seen.

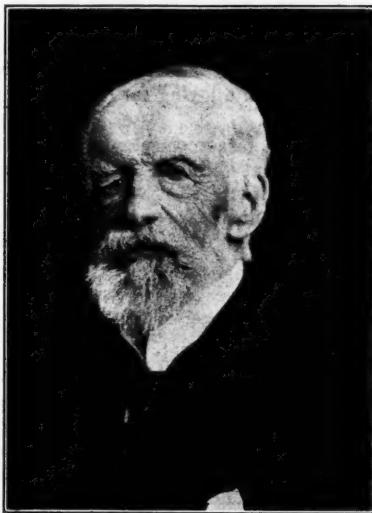
The great majority of the 15,000 that assembled have no interest in the colleges; the college preparatory schools were scarcely represented; they have never taken any fancy to the N. E. A. The persons that attend are (1) City superintendents. (2) Principals of city and large town schools. (3) Assistants in such schools. (4) Normal school men. (5) Those who want to take excursions. (6) Those who have special inter-

ests, as kindergartners, music teachers, etc.; these are drawn by the departments.

There was so much going on that it was impossible to get but a faint glimpse of the entire field. The only satisfying way is to join a department and attend all its meetings. I am not certain that the real good of the meeting was attained. I have no complaint to make on my own part, but I found a great many very much dissatisfied persons. The point made by many was that, "No one gets a chance unless he is in with the ring." Having no axe to grind I cannot say whether this was a well-founded complaint or not; but I heard it often.

It was remarked by many, "How wonderfully Harris wears." And this is a justly deserved opinion. He is still thinking upon educational questions, and never seems to have exhausted the mine he works, while most of the men who have been before the N. E. A. have squeezed their orange dry. I candidly think he is the only one of the large number who have been on the stage of the N. E. A. that has yet something to say.

Prof. William F. Phelps, a former president of the N. E. A., active in the educational field since 1845, I



William F. Phelps, the veteran educator, active in the educational field since 1845, at present resident director of the new state normal school at Duluth, Minnesota.

was glad to see present. He came to the West from New Jersey and built up the normal school work, beginning at Winona. As an organizer and developer of normal schools he is without an equal; the West owes him a great debt. He informed me that he was resident director of the new school at Duluth which is to open this fall.

J. W. L.

Janesville.

#### Uneducated Minds.

While in the mountains this summer two young ladies came to the boarding house, and I learned they were teachers. They were very intelligent young women, one wrote poetry somewhat. I became quite interested in them, and, tho not a teacher, undertook to draw out some of their ideas. Your paper is often in my son's hands, and, knowing he values it, I read it myself each week. I had a copy and handed it to one of them, but she immediately laid it down and took up a fashion journal and buried herself in it.

It seemed to me that both of these ladies wanted to drown their minds every minute; this caught the attention of several and we wondered why this was so. They read light and trivial literature and disappointed us in general. One lady remarked, "That's the way with teachers I have met."

Now some persons have an educational bent, or power to influence; they draw out the good thing in all they come in contact with. I was so affected in this way by

a teacher in our district school many years ago; I shall never forget him. What is it to have an educating mind?

In further intercourse with these teachers I found that they lacked interest in human beings as such. To the same boarding house came a young man, a teacher in an academy in the next county; he captivated all by giving us a larger scope of thought. He turned out to be the "star boarder;" he was so different from the young women that it led to questioning, "Why is it?" One evening he gave a talk on Froebel, another on Rousseau. He was declared to be a "born teacher?" Certainly he had an educating mind.

But what I wanted particularly to speak about is to ask you, who seem to understand the matter, whether it is possible for persons to acquire this educating power? What a misfortune it is for a child to be penned up four or five hours a day with one who has no power to educate. There is no doubt but the influence of such persons is injurious rather than beneficial. I read in a life of Margaret Fuller that when she came to a town it was a holiday almost for the thinking women, they crowded to hear her talk. Even now if a woman like Julia Ward Howe can say, "I saw Margaret Fuller," she arouses a sigh of regret.

E. P. SEARINGTON.

Queens.

#### Late Summer Wild Flowers.

Those who spend August in the country find the roadsides and the field full of purple tints. The thistle flower is covered with butterflies that find it a storehouse of honey. One of the most common flowers is the boneset; it is gathered by people for its sovereign virtues in colds and especially in the "grip." Its name signifies its value—"setting the bones" when they ache. Its color is white, tho it is stated in a New York paper to be purple.

The goldenrod is now beginning to glow; there are many species—as many as forty-two different kinds in our Northern states. The ancient name, "solidago," given to the family, shows that it was once deemed valuable by physicians; it means "to make whole." The evening primrose is another yellow flower. It well deserves its name. All day long it looks an uncomely weed; when twilight comes on, what a change takes place! It is resplendent with a mass of fragile flowers and redolent with an agreeable perfume. It lasts but a single eve; the petals fade and all day long hang pale and feeble against the main stalk. One sometimes thinks the blossoms are phosphorescent, so vividly do they glow in the thickening twilight.

The common sumach now begins to illuminate the hillsides and barren fields. The pyramidal fruit clusters are often chosen for decoration, tho there is a fear among some that they are poisonous; the reputation of the white-flowered sumach has injured this harmless and beautiful shrub.

The lobelia family has been in evidence all the summer—the "high-belia" and the "low-belia;" the former is a striking plant. But now another of the family makes its appearance—a still more striking member—the cardinal flower. We have no flower that can vie with this in vividness. It is said to have derived its name in France, whither it was sent by the early Canadians, being of the color worn by the church dignitaries.

What a humble flower "butter-and-eggs" is! Many a country girl has boiled its flowers to make a lotion for the complexion, but its place has been taken by the white flower of the elderberry-bush. St. John's-wort had once much to do with superstition; it was gathered on St. John's eve and hung at doors and windows to keep off evil spirits. Why? A volume might be written about this plant. The jewel weed is now abundant beside streams. The mullein was brought here from the island of Thapsos. The Romans dipped it, when dry, into suet and used it for torches at funerals.

MARKHAM.

Duchess County.

## An Illustrated Geography Lesson.

Teachers have for several years past considered pictures a most valuable aid in teaching geography. Usually the pictures are collected from magazines and illustrated papers and even advertisements and railroad timetables are made to serve a purpose in the school-room. But necessarily this aid has its limitations, for such pictures are small and of varying quality.

The lantern offers the most satisfactory means of presenting geographical pictures to a class. The lantern pictures are larger and clearer than prints and it is an advantage to show certain pictures to the entire class at one time. The writer recently had the pleasure of attending an illustrated lesson given in the rooms of the Buffalo Society of Natural Sciences which, during the month of May, set aside for the free use of teachers a room fitted with an electric stereopticon, and provided slides to illustrate talks on geographical subjects. The supervisor of primary grades reserved this room for the pupils of the entire fourth grade, and organized them into groups of about two hundred each. A lecture about the physical features of the United States was prepared and illustrated by slides selected by a committee of fourth grade teachers. Each group of pupils was then sent to the lecture room, and heard the lecture, which was delivered by teachers selected for that work.

The preparation, which occupied two or three days previous to the lesson, consisted mainly of a review of the principal features of the United States, and as each teacher had a list of the views to be used, the review took the form of an informal discussion of some of the features to be brought up in the illustrated lesson. For instance the fishing industry of the northeast was quite thoroly discussed and the discussion was enlivened by references to "Captains Courageous" which many of the children had read. The highlands were compared, and their uses to man discussed. In this connection the peculiar workings of nature were brought to mind by small pictures of the Grand Cañon, Yellowstone Park, Garden of the Gods, and Yosemite. Here the story of Profile Rock, as related in Hawthorne's "Great Stone Face," was read.

The illustrated lesson was given as a travel trip. The aim was to instil an appreciation of God's handiwork rather than to impart technical knowledge. During the course of the lesson, questions were asked to maintain a lively interest and stimulate thought. A few explanatory remarks about the trip to be taken, and a brief map study began the lesson.

The trip began with the Atlantic seaboard. Pictures of beautiful summer resorts along the northeast coast were shown. The rocky coast and pleasure yachts were pointed out. A few words showing the use of the sea coast for recreation accompanied the pictures.

In contrast to the pleasure crafts floating so idly at anchor, pictures of New England fishing craft, that ply the northern waters were thrown on the screen. With these came pictures of icebergs, whalers, mackerel, cod, fishing harbors and the typical fishing villages that dot the northeast coast. Pictures to show the ocean as a great trade route could not be procured, and with a few questions, the trip was continued inland.

A bit of the Atlantic coast plain with the White mountains in the distance, brought to mind the eastern highlands and plains. The beautiful wooded spots, babbling brooks, and forest clad hills excited "Ah's" and "Oh's" such as no teacher, however clever, inspired when she told her nine-year-old tots that "A mountain is a high elevation of land." The difficulties and expense of building roads and railroads over mountains were dwelt upon and a picture of "Jacob's Ladder," corroborated the teacher's statements. The pupils saw very readily why the Appalachian highland came to be a great lumbering region, as the heavily wooded hills passed before them. Pictures of lumbering and log driving helped to strengthen this impression.

As we left the mountain district we noticed the streams growing broader and soon becoming great highways. The broad level lands, covered with waving grain, told their stories and the explanation that "plains are the homes of farmers" were indeed superfluous.

Time forbade the showing of every phase of agricultural life, and a few characteristic scenes of the cotton regions sufficed.

Whirled past the Western plains with their thousands of feeding cattle, we were soon in the Rocky mountain district. Here we found mountain scenery, very grand, but very different from the shady pools and noisy brooks of the Eastern highland. The Garden of the Gods, Yellowstone Park, Grand Cañon, glaciers, and the tops of well-known mountains created impressions in the minds of the youthful audience, such as no word pictures have ever done. Views of the Great Basin and irrigating canals told very plainly how man has overcome the elements and made for himself a garden spot out of an uninhabitable desert. The snow-clad Sierras told their effect upon the climate of the surrounding country. With a few views of Yosemite, our journey brought us to San Francisco. Here, in a city three thousand miles distant, we found people who live and look just as we do. A short trip around the city ended on our steamer. As we steamed thru the beautiful Golden Gate, we waved a loving farewell to the "Land of the Pilgrims' pride."

The results of this lesson were manifold. In all the geography lessons that followed, a lively interest was manifested in many facts that were called to mind by the trip. There is a desire for much more information than is found between the covers of their small geographies.

ELIZABETH BIRD SMALL.  
Buffalo, N. Y.

## The Gulf Stream Delusion.

A contributor to *Scribner's Magazine* insists that the time has come when the overworked gulf stream theory should be forever laid aside and should not be permitted any longer, thru current text-books, to misinform the children in the public and private schools of the United States. The current notion that the climate of France, the United Kingdom, and Norway and Sweden, countries occupying a much higher latitudinal position than areas on the eastern part of the North American continent, where the temperature is much more severe, owe their immunity from the cold of a high northern latitude to the ameliorating influence of the gulf stream is a delusion, for the reason that the gulf stream cannot be shown to have any perceptible influence upon the main body of the Atlantic after passing eastward from the coast of this continent. What is a fact, however, and doubtless a fact which accounts for the relatively equitable climate in the northwestern section of this continent, is the atmospheric movements which carry the warm air currents of the ocean eastward over the European countries bordering upon the Atlantic ocean in the same way that California, Oregon, Washington, British Columbia, and southern Alaska are given a reasonably warm climate, even in winter, by the air currents which sweep in from the Pacific ocean. The gulf stream theory is one which dies hard, and, in order to sustain it, it has been insisted that conditions in our American Northwest were not greatly dissimilar from those that existed in northwestern Europe because of a Japanese current which performed a service for America substantially the same as that which the gulf stream performed for the western shores of Europe.

Prof. C. B. Van Hise, head of the geological department of the University of Wisconsin, will probably be elected to succeed the late Dr. Charles Kendall Adams in the presidency.

## The Educational Outlook.

### An Ideal Vacation School at Washington, D. C.

The last week of July ended a most successful term of the capital city's vacation school. This school was founded three years ago by Mr. Raymond Riordon, principal of the Greenleaf school and director of the night school system. It is thru the untiring zeal of this unselfish young man that it has grown in worth and popularity. There was no fund set apart by Congress for its support. The first year's money was donated by friends interested in the enterprise. This year Mr. Riordon's great desire was to make the school self-supporting. The work done during the short term showed the wonderful results accomplished by one enterprising and enthusiastic young man and his willing and competent assistants who aided him in this good work. These were also teachers of the public schools. It was, indeed, a labor of love performed by this little band of workers, for without remuneration they cheerfully gave six weeks of their vacation and much needed rest to this good cause. But the grateful mothers showed their appreciation in all the ways they could and could not say too much in praise of those engaged in the work.

The school was located in that section of the city where the children sadly needed and appreciated too, what was done for them. Their homes were built in long rows close to the sidewalks. No grass plots graced either front or back. Their only place to play during the long, hot summer was the scorching, dusty streets with its pavement of cobble stones with in many parts the dangerous and noisy trolley frequently passing.

On the afternoon that the public schools closed this one was taken possession of by Mr. Riordon and assistants who labored to have all in readiness for the following day. On the nineteenth of June earlier in the morning than was customary the doors were opened and just six hundred and fifty-one children handed in tickets of application.

This was two hundred and fifty-one more than the class-rooms would accommodate but the kind-hearted principal could not bring himself to say "nay" to any of these eager little ones and thus cause bitter disappointment, so he bade them all come in, using the corridors, basement, and every available space for class-rooms.

After the opening the school rapidly increased in popularity with both parents and pupils and four hundred more applied, but it was quite impossible. This was one of the principal's chief objects, to make the school so entertaining and attractive that the streets would be cleared. He certainly succeeded for those fortunate enough to be members came as early as half-past seven altho the session began at nine and closed at noon. Thus more than three happy and profitable hours were spent in learning useful industries and pleasant, healthful recreation. A spacious yard back of the building was converted into a finely equipped playground. Several double swings, hammocks, see-saws, and chutes furnished amusement for the younger children while for the older ones and those inclined to more vigorous sports, fine apparatus with rings, bars, and ladders was provided. The ever fascinating sandpiles were there, too, nor were they forgotten for groups of children displayed their geographical knowledge in the skill with which they made mountains, rivers, forts, etc. There was work outside, too,—work that children enjoy but did not do at home. The flower beds and good sized vegetable gardens made by the pupils were among the many attractive features of the work. They planted seeds. They weeded, watered, and hoed quite vigorously and were rewarded with many blossoms which brightened their homes. The cooking classes were taught to properly prepare and cook the vegetables from the gardens. The U. S. department of agriculture provided the seeds but the boys worked hard two years ago when they carted away gravel from a strip four hundred feet long and five feet wide and replaced it with good rich soil. Recreation periods were conducted in a most orderly manner. No attendants were needed. There was no noise or confusion. The children were so happy that boisterous games were never indulged in and a dispute was quite unknown.

The work inside began with the kindergarten which was conducted in the same manner as any such school. On looking into the class-rooms one would not think of a school for the children were in groups, sitting or standing, as was most convenient, and quietly chatting over their work. Perfect order was maintained yet no set rules of government were made. In each room the teacher was assisted by three or four high school young women and men who expect to enter the normal school and volunteered their services. It was hard to discover the teachers, so little in these busy workrooms were they in evidence—a sure sign of a good teacher and model room. Nevertheless, they were always where most needed assisting those who required help. The spirit of the school was ideal; teachers and pupils worked in perfect harmony. It needed but a short visit to convince one that the children were happy and contented in their work; were learning to be self-helpful and self-reliant; courteous, thoughtful, and generous in aiding others. They were also forming habits of neatness, accuracy, and industry.

The first grade made quantities of paper flowers, fairy para-

sols, tiny hats and baskets. These were tagged with name and grade and hung up on cords crossing each other over the desks. A very bright bower was thus formed. Raffia was also braided in this grade. Pupils of the second, third, and fourth grades worked with the same materials in more advanced stages as they were able to shape and sew the raffia into baskets, mats, etc.; many cunningly fashioned into dolls' hats. As the paper work is not as practical as the other industries it is the principal's intention to substitute something else for another year. The fifth and sixth grades became quite proficient in basket weaving. Reed, raffia, and sweet grass as well as raffia were used. Numbers of these pretty baskets in a variety of fancy shapes suitable for candy, flower, fern, or work baskets hung about the room.

Special orders were taken for waste baskets which were well made and very artistic in shape and combination of color. Among the mats were intricate patterns for table mats, large, durable mats for porch seats which were stronger than many seen in shops. These pupils were also taught tying of fish-twine, the same principle which is used in hammock weaving being used. The boys enjoyed this work immensely and their nimble fingers with the aid of the short flat stick worked industriously. They proudly displayed to visitors many useful shopping bags in white, black, and brown. From the fifth to eighth grade inclusive the pupils were taught typewriting. A room containing thirty or thirty-five machines was devoted to this purpose and during the entire session the busy click of these machines might be heard as each of these grades gave one-half hour a day to this interesting work.

Beginning with lists of words at the end of five weeks fifth grade pupils copied readily and well a business letter placed upon the board. They all liked this work, were quick to learn and showed marked progress. The work of the seventh and eighth grades was very practical and exceedingly interesting. Sewing was taught and many useful articles were made as the girls basted and stitched on the machines. The girls were taught cooking also. In a large hall a cheery looking little woman in snowy cap and a apron presided over the culinary department. A shining gas stove stood in the center of the room. But what at first seemed very amusing was the group of bright and interested boys wearing blue check gingham aprons, surrounding their teacher. A visitor asked one little lad what he was making? "Injun puddin'," he answered, vigorously stirring the mixture and feeling quite confident his pronunciation would not be criticised.

On further questioning many of the boys were found who preferred cooking to carpentry while the girls enjoyed the wood-carving which they learned in the carpenter shop that had been fitted up in the basement. Here both girls and boys were busily employed under the direction of a competent instructor. The use of many common tools was taught and such useful articles as tables, shelves, and ironing boards were well made. Many of the girls became very skillful in carving designs on frames, glove boxes and bread trays. The eighth grade boys had cause to be proud of the two strong yet very artistic hard wood chairs which they had made. One of the principal features of the upper grade work and one which appealed strongly to the children was the Venetian bent ironwork. Many pretty as well as useful articles were fashioned from the iron strips. A long table which was covered with lamp-frames, candlesticks, picture frames, etc., showed considerable skill in this work. The pupils also displayed much originality and artistic taste in making designs for the articles. A competent milliner instructed the eighth grade girls in the art of sewing, shaping and trimming hats. Crepe paper was used for this work and the girls' deft fingers soon finished some dainty creations which required close inspection to tell them from the straws and flowers in vogue. A scarlet crepe paper trimmed with black velvet bows was shown; a black one with scarlet paper poppies, a white one with white taffeta ribbon was certainly dainty, light, and cool, while one of black with a wreath of black poppies was worn by a teacher in mourning. Altho the price of the hats was but a trifle a neat little sum was realized from the orders taken.

Now with this variety of occupation a miniature housekeeping was carried on by all of the pupils. In a furnished bedroom they were taught to make beds, also to change the linen when a patient was ill and to properly wait upon one. Sweeping and dusting were done and those who did the work well were chosen to oversee and criticise others. In the laundry both boys and girls learned to wash the towels, bed, and table linen and dish towels used.

As there was no money for the support of this school a janitor was out of the question, but willing hands offered to pick up the thousands of bits of bright paper, quantities of shavings and other accumulations of three hours work. Very soon the grateful mothers relieved the children of this task and after each session, many of them whose children were reaping the benefit of this great work, came with pails and brooms and swept and scrubbed, nor left until the building was in order.

But the children looked forward with eager anticipation to Saturdays for on those days two hundred and fifty of them were taken on special cars to some spot in the country. The

use of the trolley cars was donated by the companies or others interested in the welfare of the school.

As was said before Congress appropriated no money for this school and the expenses were guaranteed by a generous and public spirited friend of the cause, Mr. Riordon's object was to make the school self-supporting. For this purpose a bazaar was planned and held for two days and evenings at the close of the school. As the articles were finished by the little workers they were labeled with the name of the maker, and the price of the material also on the card.

Underneath the selling price was placed. The parents of the children could purchase any article at cost of material, while others paid the selling price. In this way a small profit was given to the workers.

During the term many articles were sold to visitors and orders taken for hats, aprons, scrap baskets, etc. One grade in the cooking class sold about twenty dollars worth of chocolate caramels from orders in one week. The first day of the bazaar the receipts were over one hundred dollars, thus, I think, assuring success. But even if this vacation school were not a success financially a far nobler end was attained; one other which the principal had as his purpose when he founded this school:—"To make these children happy, to increase their knowledge, improve their morals, and lighten the burdens of their parents." Other cities that are not already engaged in this work would be wise to take up the matter, for money spent in these schools would be well spent, and all who look into the work would cry, "Success and long life to the vacation school."

—EMMA DEUEL RICE.

#### Rural Education in France.

The following thoughts adapted from the *Schoolmaster* may be of interest as matters of comparison:

In France every commune of 2,000 inhabitants must provide an infant school which is attended by children from two to six years of age. In summer these schools open at 7 A. M. and close at 7 P. M.; in winter the hours are from 8 A. M. to 6 P. M. A midday meal is provided.

Most of these schools are maintained by the religious orders, and are well looked after; those under municipal control are not always as well cared for. Froebel's methods are supposed to be practiced. But, through, the education takes a too serious turn, and an unnatural haste is exhibited toward the practical in life.

Every commune must maintain an elementary school either *de ipsa* or in conjunction with a neighboring commune. In these schools the sanitary arrangements are primitive, and the sweeping and dusting are done by the children themselves. In the northern part, especially, the furniture and apparatus are old and ill adapted to their purposes. On the walls of each class-room must hang "the declaration of the rights of man" and an extract from the law on "cruelty to animals."

The work of the elementary schools is divided into three grades:—

- (1) Primary, 6-9 years.
- (2) Intermediate, 9-11 years.
- (3) Superior course, 11-13 years.

All promotion is strictly in the hands of the teacher; and but few of the poorer rural scholars reach the third course, the second being sufficient to qualify for the leaving certificate. Hence in France we find much of the trouble we have in the South, and some of our Northern states, that children are working at trades when they ought to be at school.

The subjects of instruction in elementary schools include "moral and civic instruction, reading and writing, the French language, arithmetic, history, and geography, object lessons, elementary science, elements of drawing, singing and manual training (principally as applied to agriculture), military and gymnastic exercises. Thirty hours' work are legally required per week.

Teachers are divided into two classes, probationers and certificated teachers. One cannot become a certificated teacher until one has been at least for two years a probationer, and obtained the *certificat d'aptitude pedagogique*, for which one is ineligible until twenty-one years of age, and which is obtainable only after a course in the training college.

The appointment and dismissal of teachers are not the functions of local managers. The teacher is a "civil servant," and is appointed either by the inspector of the academy for the district, or by the prefect, under the minister of education, or nomination by the prefect. His tenure of office is thus practically secure, unless thru reprimand and censure by the inspector, followed by dismissal by the prefect, or suspension, against which the teacher may appeal to the minister. It is well for him that this is so; for the present state of religious feeling in France makes the clerical party look with mistrust on the schools, and the lot of the secular teacher in the country districts is often a severe trial to the spirit and the flesh.

Promotion goes by merit and seniority. Starting generally as an assistant in a country school, the teacher is promoted by the inspector to a town school. Next he is returned to a country school as head, and lastly he becomes the principal of a large town school. It is a question whether an inspector should be allowed all this discretionary power; it is apt to lead to hardship, injustice, and favoritism. The system of having experience in both urban and rural schools, has, however, a great deal in its favor.

Rural teachers are paid on the same scale as urban. Probationers are a class to themselves; certificate teachers are divided into five classes, merit and seniority being the stepping stones. But the salaries paid are poor, the highest being about \$500 a year. This makes extraneous work almost a necessity.

In addition to the salary all teachers either have houses rent free, as a rule good ones, or an allowance fixed by the prefect is made for rent. It must also be remembered that the cost and method of living is less in France than in the United States. All teachers at the age of fifty-five, after twenty-five years' service may claim a pension; or in case of a break down of health the time limit is dispensed with. Widows of teachers are also looked after, and their orphaned children receive what the mother would have had, until the youngest attains the age of twenty-one.

As has been suggested, much extraneous work is done by teachers to supplement their scanty income. They act as secretaries to the "Mairie," to local banks or associations. They form boys' clubs, the deadlest poisons.

savings societies, and in fact are supposed to lend an active hand in any educational or social movement outside the school precincts. "Everything centers around the teacher."

Socially the status of the teacher is high. The government rewards merit by bronze and silver medals, that carry with them an extra pension, and finally teachers may become officers of public instruction.

Incomplete as this sketch necessarily is, there is much that will repay careful study. No system exists, however good, but may be improved. In the French system we must admire the perfection of the gigantic educational machinery; but it does not fulfil its intentions. Irregular attendance, the age at which most pupils leave, insufficiency of staff and equipment, poor pay and overwork, and religious bigotry, all these things militate against success. But there are points from which we may gather thoughts, such as the civic and social position of the teacher; tenure of office, the system of pensions, and the more practical acknowledgment of merit and genius.

#### Marine Biological Laboratory.

WOODSHOLM, MASS.—The Carnegie institution, of Chicago, endowed with \$10,000,000 by Andrew Carnegie, has come to the financial aid of the Marine Biological laboratory. A great work has been accomplished here at a sacrifice of time and money made by individual enthusiasts of science. Representatives from every large institution in America, and from foreign universities, have at their own expense carried on their investigations in biology. Established in 1888, with a small wooden building as headquarters and a rowboat as the means of collecting material, it has grown little by little till now there are several buildings, a steam launch, and a schooner yacht. The United States fish commission near-by has aided as far as possible the work of the laboratory.

But now new laboratories are to be built. Brick will take the place of wood; the most delicate instruments and appliances for handling and keeping alive marine subjects will be supplied; and especially will physiological chemistry be provided for. Scholarships will be offered, and each investigator, besides having his private laboratory, may draw on the endowment fund to further his work.

The work that has been done proves the benefit to biological science of this institution. It was here that Dr. Matthews and later Dr. Loeb proved that the phenomena of life were electrical, and that it was possible to indefinitely prolong life by the use of cyanide of potassium, one of the deadliest poisons.



High School, Little Falls, N. Y.—Archimedes Russell, Architect, Syracuse.

## In and Around New York City.

Free excursions for the children of the crowded districts of New York have been added to the playgrounds and vacation schools this year. The expansion of the common school is well under way. Supt. Maxwell and the present board of education are working in harmony for the increase of child happiness in the Metropolitan district.

With the utmost endeavors the New York city board of education has not been able to make up for the lack of preparations for the constantly increasing school population which should have been begun years ago. Part-time attendance will have to continue for an increased number of children, at least for the present.

A resolution was passed at the meeting of the board of aldermen asking the various transportation companies to reduce their rates for school children or school days. This plan might be an aid in solving the overcrowded condition of some districts.

Indications are that the high school of commerce and the girls' technical high school will not be able to accommodate more than about three fourths of the young people who are seeking admission. Dr. Sheppard, of the boys' school, reports that 825 wish to take the four year course in science and the practice of business, while Mr. McAndrew, of the girls' technical school, reports 440 enrollments in Grand and 657 applications in Twelfth street.

In recognition of her efforts in encouraging and furthering the study of French in this country Mlle. V. E. Scharff, professor of French at Adelphi college, Brooklyn, has been nominated "officier d'Academie" by the French government. Miss Scharff is president of the Alliance Francaise.

The Talmud Lovah Hebrew Free school, in the Brownsville district, Brooklyn, built by the business men, was recently dedicated and formally opened on Aug. 24.

The Academy of the Sacred Heart in Jersey City has been closed, partly thru a lack of support, and partly because of the increased demand for teachers elsewhere.

The formation of a department of fine arts by Columbia university has brought out some interesting comments by Mr. Russell Sturgis. He limits the university work to "history, theory, and critical examination," and to "such arts as are not manual," as are sculpture and painting. Of course a department of this kind, like that of chemistry, can only be of any value when practically taught. The art, itself, can never be taught; that must be born; but the science could be just as successfully learned, and the manual training attained, in a university as in a studio. It is, after all, the early apprenticeship in the studio or "art school" that will tell.

### Ungraded Classes.

The ungraded class as a means of special instruction for backward or deficient children is one plan for the improvement of courses of study and methods of instruction that is being pushed by Mr. Jacob W. Mack, of the New York board of education. He purposed to secure the general introduction of the system throughout the several boroughs. The general outline of the plan is based upon the experiments made in other city school systems here and in Great Britain. The chief essentials are:

(1) No stigma attaching to such classes. They will be attended by children who may need special coaching in some one subject to enable them to keep up with their classes, or by those who may have fallen behind for some reason.

(2) The classes must be small so that

the teachers will have time to give the individual instruction needed.

(3) The teachers employed must have unusual qualifications. The removal from the grades of those who are a drag upon the regular classes is no more than an act of justice to all concerned.

### A Woman District Superintendent.

Several prominent members of the board of education are reported to be in favor of electing a woman to the office of district superintendent, soon to be vacated by the promotion of one of the present superintendents to a supervisorship. The inertia of the women teachers in securing the election of a woman is said to be one of the factors that make the possibility of such an election somewhat doubtful. More offices could be filled by women if the women teachers as a body would unite to secure elections.

### Libraries in the Playgrounds.

Dr. Bernard C. Steiner, librarian of the Enoch Pratt free library is advocating the establishment of libraries in connection with the playgrounds and has arranged to send books to such playgrounds as apply for them. The Garret Park playground has had such a library with a librarian in charge, and has conducted a series of talks to the children on the right use of books.

### Lectures on Language Teaching.

Prof. Leopold Bahlsen, of the University of Greifswald is on his way to the United States to give, under the auspices of the Teachers college, Columbia university, two courses of lectures on modern methods of language teaching. The "practice" method, of which he will treat particularly, is rapidly superseding the old translation method. The grammar is not ignored by this method, but no rule is ever given until the student's endeavors in the use of the new language makes him feel the need of it.

### School Gardens.

The school garden which is coming more and more into prominence in this country has been an important school feature in Europe for many years. Germany, France, Austria, and Sweden were the leaders. Austria now is said to have more than 18,000 school gardens, and Sweden over 1,300, Russia over 8,000. In Belgium a garden of thirty-nine and a half square rods is required by law for each school. One hundred normal schools in France give training in horticulture and agriculture.

In Massachusetts the State Horticultural Society stimulates the introduction of school gardening by offers of prizes. Now these school gardens have been reported from Boston, Medford, Framingham, Hyannis, and Wenham, Mass.; also in Bath, Me., Trenton, St. Louis, Louisville, Rochester, Cleveland, Omaha, Hartford, and New York.

In New York a park on the North river has been opened as a "farm" for the city children, due to the efforts of Mrs. Henry Parsons of the school board of the eleventh district. In a recent address on the subject Mrs. Parsons said:

"When I go up among the boys I do not ask them if they drink or smoke or swear. But when I see them running out of the factory and crowding about the entrance of the enclosure, I know that I am reaching them in other, deeper, and more effective ways."

In relating the organization of the farm Mrs. Parsons said:

"It was necessary to have organization, so we formed ourselves into a club, calling ourselves the 'Farm Branch of the National Plant Club of the Eleventh School District,' and from a howling mob of unruly, reckless lawbreakers we have become respectable property-owning citizens." This is not an idle fad, but the beginning of a scheme, which, if carried out in our

public schools, will give us nature study properly carried out for softening physical training, properly conducted for muscles and morals.

### Feeding Hungry School Children.

Hungry children make poor educational material. This fact is more and more generally recognized. One of the cities setting an example to the world in this department of social endeavor is Geneva in the land of Pestalozzi. Food is furnished to the poorer ones, not thru city or canton, but by private subscriptions and willing workers. The city provides the kitchen and eating rooms. The gymnasium is often used for the latter, but in all new buildings the plans provide for these things. The only paid person is one cook for each kitchen. The serving of the meals, the waiting, in fact all the necessary work is undertaken by members of a committee of volunteers each of whom serves one day a week. Thus 600 children are fed as at a cost of \$6,000 dollars a year.

These meals are of course primarily intended for the very poor; but children whose parents have to be away all day may partake on payment of six cents. There are four of these *cuisines scolaires* in Geneva.

But the daily dinner is not all. Baths and covered playgrounds are provided; in spring and summer long walks are taken, accompanied by a teacher; and on their return a supper of bread, fruit, and chocolate is served.

### Industrial Work in the Colored Schools.

Four years ago one of the teachers in a colored school in Louisville, Ky., established a needle-and-thread class of a few girls. These girls took up the work with a vim. From one school it spread to another until, at the end of the school year, last June, there were industrial classes in every one of the eleven colored schools in Louisville, and not one in the white schools. Several public-spirited citizens, appreciative of what was being done, sent occasional gifts in the shape of money, but practically all the expense has been carried by the teachers themselves. The materials needed they bought with their own money. The time necessary they gave after the regular school hours. The enthusiasm with which the idea of establishing an industrial department in all the colored schools was taken up is due largely to Principal W. H. Perry of the Western colored school. He inspired the teachers and they their pupils. Booker T. Washington on visiting these schools recently was surprised and pleased at the approximation made there to his own idea of industrial education for the colored race.

### Bees to Supplement Bullets.

The peasants of Finisterre, are making stout resistance to the attempts of the French soldiers to close the sisters' schools. A novel method of warfare advocated by the peasants is to throw bee hives among the advancing soldiers and to mount the same upon the barricades they have thrown up around the schools.

### Germs in the School.

The issue by the United States bureau of education of a treatise by Dr. Louis Viereck on German Instruction in American Schools will be a welcome aid to those who are battling for the retention of German in the common school course. The political and cultural relations between Germany, and the United States are made to contribute strong arguments. The author calls attention particularly to the various streams of German thought which have come to us thru educational, historical and other literary channels and the effect these have had upon the development of American civilization.

## Notes of New Books.

*What is Religion? and Other New Articles and Letters*, by Lyof N. Tolstoi. Translated by V. Tchertkoff and A. C. Fifield. It must be remembered that Tolstoi was last year excommunicated from the Russian church on the charge of infidelity, to understand this book. The first of these articles endeavors to show the distinction between religion, the personal relation of an individual to a personal God, and superstition. Then he shows that ordinary religious observances belong mainly to superstition. He even goes to the extent of presenting a large part of the beliefs of every church, and he obviously means the Greek church in particular, as belonging in the same category. Hence he calls upon every man everywhere to act upon his inherent faith and emancipate himself from all superstition.

The short paper on Religious Tolerance, was primarily designed as an answer to the church for its attack upon him. It follows exactly the same trend as the preceding.

His appeal to men to refuse enlistment, contained in the article "How shall we Escape?" strikes at once at the root of all oppression. If the armies could cease to exist, governments must in all respects register the will of the people. As always, these writings of Tolstoi awaken profound thought. (Thomas Y. Crowell & Company, New York. Price, 60 cents net.)

*History of the Roman People*, by Charles Seignobos, of the University of Paris; translation edited by William Farley, Ph.D. The general plan of this history does not differ much from that usually found in school histories. But the book is written in a far more lively and interesting style, so that it is adapted for reading as well as individual study. The maps of the different periods are calculated to show the changes that Rome underwent from age to age and that she imposed upon the rest of the world, while the numerous reproductions from coins and bas-reliefs indicate the sources of our information respecting the ancient world.

The authors have introduced a few discussions usually omitted entirely or merely suggested that indicate what American life owes to the Romans. Thus one chapter, the 19th, treats of literature, the arts and trades; another shows what we owe to Roman law; while the 24th treats of the Christian religion in its relation to Rome and shows how it developed the position of the pope. The causes of the division into the eastern and western empires are well presented. Finally, the conflict between Christianity and Mohammedanism is given marked attention. (Henry Holt & Company, New York. Price, \$3.00 net.)

*Among the Waterfowl, Observation, Adventure, Photography*. A popular narrative account of the waterfowl as found in the Northern and Middle States and lower Canada, east of the Rocky mountains, by Herbert Ke. Job. The author is evidently a lover of nature, and especially fond of birds. He has studied the habits of the least understood of our native birds in their accustomed haunts, has visited their nesting places, and learned when and where they breed. He has used the camera successfully in all these places, and the book is filled with reproductions that show the birds in their surroundings. The gulls, the terns, and the grebes first attracted his attention, and he gives them the happy title "The Submerged Tenth," suited to their habit of building a floating nest, barely capable of sustaining the young. His "Modern Cliff-Dwellers" (gannets, auks, and their relatives) describes visits to Bird and Matinicus Rocks, in the Gulf of St. Lawrence, where these birds still nest in thousands, having been driven from places further south. The style of the book is popular and well calculated to interest the casual reader. (Doubleday, Page & Co., New York. Price, \$1.35 net.)

*A Course in Invertebrate Zoology*; a guide to the dissection and comparative study of invertebrate animals; by Henry Shening Pratt, Ph.D., professor of biology at Haverford college. The basis of any correct study of zoology must be dissection, and the study should be by comparison. Beginning with typical insects, the wasp and the grasshopper, careful directions for the dissections are given, and the student is expected to draw all the important parts, upon a scale large enough to secure accurate observation. This is followed by dissection of specimens that can usually be obtained belonging to all the various orders of invertebrates, comparing the parts, as the progress is made, to recognize homologies. The study of the lowest forms, as the protozoa, is left to the end, upon the ground that they offer the greatest difficulty. A table of the classification of the animals is added as an appendix for reference. (Ginn & Company, Boston.)

In connection with the forthcoming limited edition of Montaigne's works in preparation by Houghton, Mifflin & Company, it is interesting to learn that M. Augustus Hemenway has purchased for the Boston Public library a copy of the first translation into English of Montaigne's Essays by John Florio. The copy is a small folio and once belonged to James I. of England, who contributed to the title-page an autograph poem. The book is beautifully rebound in red levant morocco by Bedford, the celebrated London binder of a generation ago.

*Norse Stories*. Retold from the Eddas, by Hamilton Wright Mabie. Edited by Katharine Lee Bates. Nearly every one has become acquainted to some extent with the Greek gods. Classic mythology pervades all literature, and is the subject of many a masterpiece of plastic and pictorial art. With Asgard and Jotunheim, with Odin and Thor, with the Bifrost and the tree Igdrasil, however, we are less familiar. Only in recent years have the Norse sagas and eddas begun to receive the attention they deserve. Lowell, Longfellow, Arnold, Morris, and others have written on Norse themes, but for the most part our exclusive devotion to ancient classic life and literature has obscured from our view many rich treasures of Teutonic lore.

It was as late as 1840 that Carlyle pointed out the "inward perennial truth and greatness of the old Norse songs." Our Northern ancestors did not cultivate the sense of the beautiful as did the Greeks, but "they had in their souls a deep love of truth, of power, of action, of the qualities which make men alive, keep them free, and give them authority." It is this power and action that appeal to child nature and make these stories of so much interest. Homely truthfulness, deep sincerity, and manly courage are everywhere portrayed. As a system Norse mythology is characterized by simplicity, strength, and unity, and its moral tone is high.

The strong, wholesome, and noble conceptions possessed by our forefathers have never been portrayed with more faithfulness and grace than in the little volume on *Norse Stories* by Hamilton Wright Mabie. Too often books of this character fail of their purpose because the stories are told as if the facts were important and all-sufficient in themselves, but here is a work that reflects the very spirit of a great people's struggles and musings. The noble qualities of a bold, free people are not so much talked about as interwoven into the very fiber of the stories themselves. The style is such as to captivate even the unwilling reader.

The book is edited by Katharine Lee Bates in a manner to make it of much service to teachers and others interested in the subject. There is an excellent chapter on Norse Mythology, which will be helpful in giving an understanding of the deeper significance of the myths. In a chapter addressed to teachers the editor points out that "children should be left to appropriate these myths thru sheer joy of imagination," and warns against the study of them as too much a task. The notes also are intended for teachers rather than for pupils. There is a complete pronouncing and defining index, also a list of reference books and a list of English and American writers who have made use of the Norse stories in their literary work. The introduction is by Mr. Mabie himself. The book is illustrated with ten full-page drawings by George Wright. (Rand, McNally & Co., Chicago.) A. W. A.

*Don Quixote de la Mancha*, edited from the translations of Duffield and Shelton, by Mary E. Burt and Lucy Leffingwell Cable. The editors have prepared this condensed version of Cervantes' immortal satire on the romances of chivalry for Scribner's Series of School Reading. The children will surely feel the spell of this great master and fully enjoy this story of strange adventures. There are several illustrations, including a portrait of Cervantes. (Charles Scribner's Sons, New York. Price, \$0.60.)

Houghton, Mifflin & Company announce for publication during September in the department of history, biography, and essays, John Fiske's last work, "New France and New England;" Lockhart's "Life of Scott," in a fine new edition of five volumes; "Nathaniel Hawthorne," by Professor George E. Woodberry; "American Navigation," by William W. Bates; and "Eternalism," by Orlando J. Smith.

All readers of THE SCHOOL JOURNAL who are interested in school-house construction, and particularly the problem of acoustics will do well to send to Samuel Cabot, 70 Kilby street, Boston, for the book entitled "Model School-Houses." A two-cent stamp inclosed with the request will secure a copy. It is a valuable and attractive publication.

Scrofula, dyspepsia, rheumatism, kidney complaint, catarrh and general debility are cured by Hocd's Sarsaparilla.

## Educational New England.

Technology chambers, the new building in the Massachusetts Institute of Technology, will be opened in the middle of this month. The idea, fostered by President Pritchett, is to help the student life by a modest social contact that will not interfere with the obligations of scholarship. Each student has his own sleeping room, but shares his study with another, and all use a common dining room. The college life resembles that of the English university rather than of the American dormitory.

The New England Conservatory will establish itself on Sept. 18 in its new home on Huntington avenue, one of the finest buildings in the world for the purpose. A school of opera has been added, the orchestral department has been greatly developed, and the faculty has been increased, and this without any change in tuition fees. This was made possible by gifts and extensive patronage.

BOSTON, MASS.—Miss E. Elizabeth Boles, until the close of June a teacher in the Hyde grammar school, died in the Baptist hospital on August 30. She had been a teacher in the city for more than twenty-five years, coming to the city from Chelsea, where she had already taught for several years. She was a great favorite with young people.

Mr. George A. Whipple, for the past four years teacher of languages in the

Frye school, Trinity court, has resigned to accept a call as teacher of languages in the University school at Detroit, Michigan, at an advanced salary. Mr. Whipple is a popular and successful teacher and many friends will wish him success in his new position. The University school is private designed to fit students for college and scientific schools.

Prin. B. A. Lenfest, of the manual training school, has been elected professor of machine designing in the state college of Pennsylvania, and has resigned.

CHICOOPEE.—The fall term of the schools opened on Sept. 2, with a large number of changes in the corps of teachers. Mr. W. A. Hill, of Malden, is the new principal of the high school; Miss Inez A. Grout, takes the place of Miss Grace T. Lyon who has a year's leave of absence; Miss Elizabeth Rogers, of Sagaponack, N. Y., has been appointed as an additional teacher. Miss Lillian A. Fiske, of West Springfield, has been appointed principal of Grape street primary school to succeed Miss Minnie A. Binghardt. Miss Marg't A. O'Brien succeeds Miss Ida J. Rich as principal of the School street school; and Miss Katharine Z. Walsh, succeeds Miss Cecile M. Dimond as principal of the Belcher school.

WORCESTER, MASS.—Miss Grace E. Berry has been elected dean of the women's division of Colby college. Miss Berry was graduated from Mt. Holyoke college in 1893, where she took her M.A. in 1898, after teaching for four years in Western college, Oxford, O.

### Sharon Biological Observatory.

SHARON, MASS.—The Sharon biological observatory is conducted by private enterprise, acting with the advice and cooperation of the biological department of the Massachusetts institute of technology. It is hoped that it will soon be put under a board of control, when greater facilities will be offered than exist at the present time. The object of the institution is to promote:

(1) Pure science, by observation, experiment, and field work; (2) education by emphasizing the importance of the above; (3) economic biology, by striving to solve problems of life and of living.

The observatory controls 300 acres of land in Sharon, well suited to its purposes, and is easily reached from either Boston or Providence.

A large tract of this land will be maintained partly in forest, and as near as possible to nature as a preserve for native trees and wild flowers, and a breeding place for birds and other animals. The propagation of pedigree trees and fruits, of forest and shade trees will also find its place. Biology and natural history will be largely investigated on the Darwinian principle. And a summer school of nature studies will provide facilities for those who have neither time nor opportunity to pursue these at any other season.

Dr. George W. Field, its able director, assisted by a few others, has provided the land for the observatory—a typical New England country side. But funds are needed for additions to the equipment of apparatus, plants, and animals. Its practical value should appeal to all scientists, and the fact that its facilities are freely tendered to any qualified men and women should ensure success, financially and otherwise.

It is intended that the school, besides being one of investigation and experimentation, shall afford instruction in the application of scientific principles of animal and vegetable life; and by this means open up new possibilities of useful and dignified means of livelihood for men and women, and stimulate and develop individual initiative and activity.

PEABODY.—Prin. Wilfred H. Price, of the Wallis grammar school, has been elected superintendent of schools for the Holliston district. He has been at Peabody for four years.

EXETER, N. H.—Mr. G. R. Chadwick (Harvard, '92) has been elected instructor in history in Phillips Exeter academy, in place of Dr. Williams, who has become professor of Greek in Kalamazoo college.

PROVIDENCE, R. I.—President Faunce announced in his annual report that students of Brown university will be permitted hereafter to finish their course in three years, thus keeping in line with Harvard and Pennsylvania.

The University has received a unique and valuable gift from Paul Bajnotti, Italian consul general at Liverpool, Eng. It is in the form of a memorial clock tower to cost \$30,000, suitably inscribed to the memory of his wife. The site and design is in the discretion of the university.

NORTHAMPTON, MASS.—Great improvements have been made at Smith college thru the benefit of the fund of \$200,000 raised by the generosity of John D. Rockefeller. A new dormitory has been added, the main assembly hall doubled in capacity, and the botanical collection greatly enlarged, and better classified. The art gallery has been increased by the addition of paintings and sculptures, and a noteworthy collection of archaeological objects, gathered at Crete by Frau Haup, one of the faculty, is especially noteworthy.

## The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines, and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking, or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath, and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth, and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and altho in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

## The Old Way

### Of Treating Stomach Trouble and Indigestion, a Barbarous and Useless One.

We say the old way, but really it is the common and usual one at the present time, and many dyspeptics, and physicians as well, consider the first step in attempting to cure indigestion is to diet, either by selecting certain food and rejecting others, or to greatly diminish the quantity of food usually taken.

In other words, the starvation plan is by many supposed to be the first essential in the cure of weak digestion.

The almost certain failure of the starvation cure for stomach trouble has been proven time and again, but still the usual advice, when dyspepsia makes its appearance, is a course of dieting.

All this is radically wrong. It is foolish and unscientific to recommend dieting or starvation to a person suffering from dyspepsia, because indigestion itself starves every organ and every nerve and fiber in the body.

What is needed is abundant nutrition, not less, and this means plenty of good, wholesome, well-cooked food and some natural digestive to assist the weak stomach to digest it.

This is exactly the purpose for which Stuart's Dyspepsia Tablets are adapted and this is the way they cure the worst cases of stomach trouble.

The patient eats plenty of wholesome food, and Stuart's Dyspepsia Tablets digest it for him.

And this is in accordance with nature and common sense, because in this way the whole system is nourished and the overworked stomach rested, because the tablets will digest the food, whether the stomach works or not. One of Stuart's Dyspepsia Tablets will digest 1,800 grains of meat, eggs, and similar food.

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## The Sunny South.

In *Southern Education Notes* the advantages of a consolidation of rural schools to the community are summed up in these words: "To secure more efficient supervision, to encourage grading, and to broaden the social life of the children, we favor the consolidation of weak schools into strong central schools. It is better in every way to carry the child to the school than to carry the school to the child."

JACKSON, MISS.—By a vote of 481 to 85 the people have decided to extend the public school term from four to six months.

MERIDIAN, Miss.—This rapidly growing place is finding much trouble in providing adequate school accommodation, but is grappling with the difficulty in a way that will soon overcome it. Night schools in mathematics and chemistry will be opened for the benefit specially of the firemen.

OXFORD, GA.—Prof. Fred N. Duncan has been selected to the chair of biology. He was graduated from the Central Normal college, Indiana, in 1897, and refused the science professorship in the Trade school established by the United States at Manila.

GALVESTON, TEXAS.—Forster Rose, for nearly twenty years secretary of the Galveston public schools, died in New York, August 21.

Mr. Rose was universally beloved in Galveston. He will be especially remembered for his heroic work in succoring the distressed immediately after the great storm of 1900.

*Harper's Weekly* tells of a Cherokee boy who had been a student at Hampton school, Va., and died lately; that among his papers was one on which was written: "My reasons for coming to Hampton: (1) To develop all my powers; (2) To help my people; (3) To learn the idea of self-control."

NEW ORLEANS, LA., is to have a home for orphan boys, built out of funds bequeathed by the late George Xavier Carstairs. Mr. Carstairs was left an orphan in poor circumstances at an early age, but by indomitable pluck built up a large fortune, all of which will be applied to the purpose indicated.

## Here and There.

Art students who are looking forward to study in Rome may be interested to know that, while the Bohemian student life of earlier days has been somewhat modified "good form" does not yet forbid one's sitting down and eating his dinner on a street corner if he so elects. Unconventionalities pass unnoticed. There are hundreds of foreign students now in Rome, many of them women. Two-thirds of the sixty Swedish and Norwegian students are girls. A studio with a bed-room and meals at a restaurant is a popular mode of living. Sometimes two or three girls take a small apartment together. Sociability and vivacity compete with struggle and grind for the students' time.

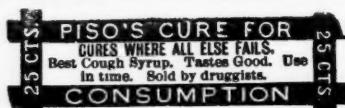
DELHI, N.Y.—The summer classes for the study of English held here under the direction of Mrs. H. A. Davidson and Prof. S. C. Hart, of the English department, Wellesley college, have closed. They represent a successful experiment in the direction of a special school offering to a limited number of students, teachers, and those desiring training in composition, grammar, literature, an opportunity for quiet, systematic study, under guidance of competent specialists. The enterprise brought together persons of similar tastes and purposes, who mingled informally in home life as in a club. The result was very satisfactory and the success of the summer classes such that plans for the summer of 1903 are already under consideration.

PATERSON, N. J.—Ex-Mayor Nathan Barnert has transferred to the trustees named by him the vacant lots on Broadway as a fund for the establishment of the Miriam Barnert Memorial Hebrew school.

Six of the oldest and most efficient teachers in West Mahanoy township, Pa., have been dismissed by the board because their relatives are doing non-union work at the mines.

CHICAGO, ILL.—Mrs. Mary B. Rice, principal of the Walsh school, and a successful teacher for more than thirty years in this city, died on Aug. 26. She was a brilliant linguist and deeply interested in English classics. Her whole heart was in her work, and all her best energies were spent in the interests of her school endearing herself to two generations of children by a life of self-sacrifice and devotion.

The Philadelphia board of education has had to import anthracite coal from England for the public schools. There were no bids to its proposals for furnishing 25,000 tons of hard coal, the railways being unable to quote prices on account of the present strike.



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MOHANNE BELL FOUNDRY, Baltimore, Md.

The Philadelphia board of education has appropriated \$200,000 for the erection of a commercial high school building for girls.

Messrs. Benj. H. Sanborn & Company announce for September a new Atlas of the Geography and History of the Ancient World. This book is to have thirty-three maps, with a complete index, and, in mechanical execution, the firm makes the claim that it will be equal to their popular Kiepert. Designed for school and college use, it will be bound in paper and in cloth.

## Miscellany.

Eleanor Gates, whose graphic description of a prairie blizzard formed part of the "Chapters from the Biography of a Prairie Girl," in the August *Century*, will contribute a second paper in this series to the September number of that magazine. It is entitled "The Story of a Planting," and recalls the experiences of a little girl in a summer's day corn planting.

The Prix de Rome students, whom France sends to Italy for a period of study, seem to lead a very fascinating life at the Villa Medici, to judge from the description contributed to the September *Scribner's* by a one-time student.

## Shoddy.

A foreigner is confused by this word; only Americans use the term and the article. Old clothing made of wool or cotton is put into a machine and torn into what resembles wool waste, or the sweepings of carpeted rooms; this is termed "shoddy." Americans were the first to find a use for this and it is a use that should make us ashamed. It is spread on the top of thin cloth and by a machine is beaten into it to make it look thicker! Of course, it drops out when the cloth is made into garments. It is a deception; it causes the unwary to believe the cloth to be thicker than it really is. In the United States nearly eighty millions of pounds were used last year; nearly fifteen millions more than in 1890. As foreign goods do not contain shoddy many buy them in preference.

## The Magnetic Pole.

In 1831 James Ross discovered a place on Boothia where the dipping needle assumed a vertical position. This matter is to be further investigated. Captain Amundsen starts from Christiania for Boothia next spring in a small vessel to spend the winter of 1904-5. He goes to Lancaster Sound, up Prince Regent Inlet, to Bellot strait, which separates Boothia from North Somerset. He will visit the place where Franklin's relics were found. Here he will make many observations.

## The Renewal a Strain.

Vacation is over. Again the school bell rings at morning and at noon, again with tens of thousands the hardest kind of work has begun, the renewal of which is a mental and physical strain to all except the most rugged. The little girl that a few days ago had roses in her cheeks, and the little boy whose lips were then so red you would have insisted that they had been "kissed by strawberries," have already lost something of the appearance of health. Now is a time when many children should be given a tonic, which may avert much serious trouble, and we know of no other so highly to be recommended as Hood's Sarsaparilla, which strengthens the nerves, perfects digestion and assimilation, and aids mental development by building up the whole system.

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